

ALBERTA, EDUCATION 1908



PROVINCE OF ALBERTA

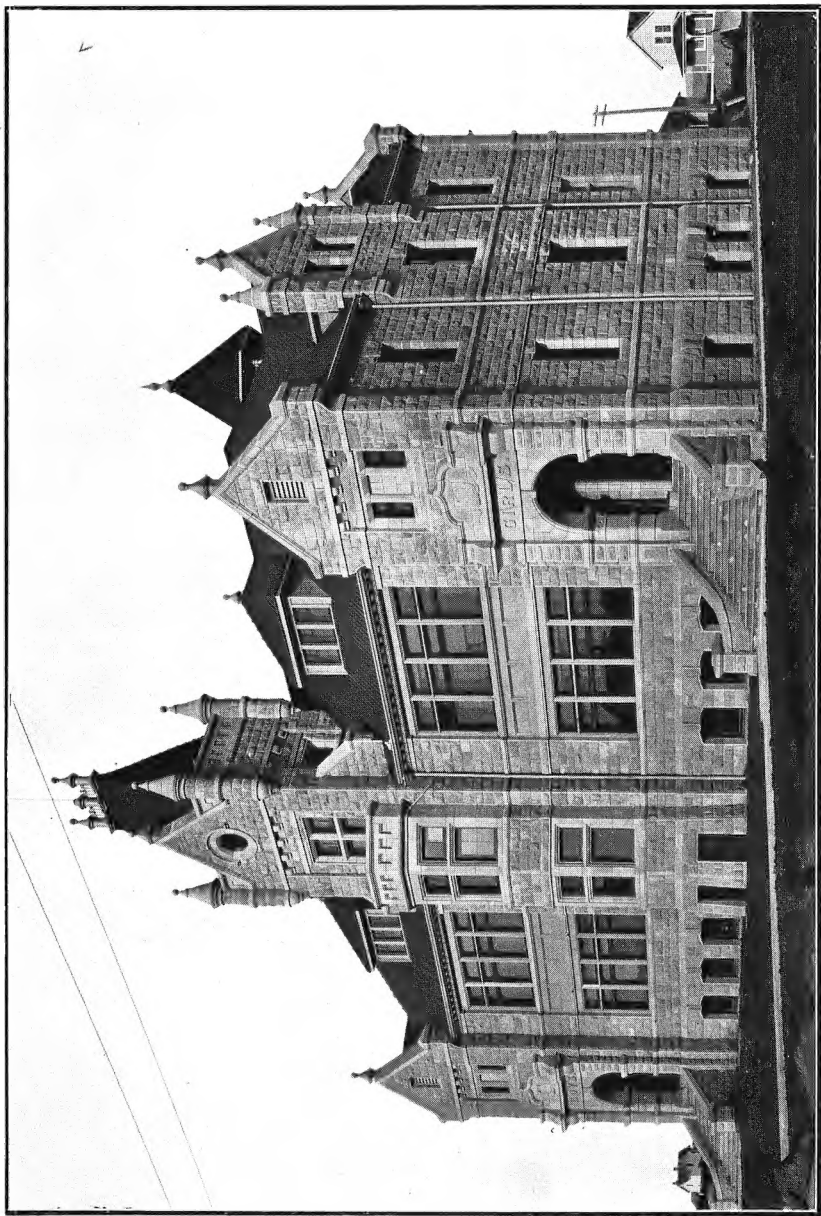
DEPARTMENT OF EDUCATION

THIRD ANNUAL REPORT

1908

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HIGH SCHOOL, CALGARY

THIRD ANNUAL REPORT
OF THE
DEPARTMENT OF EDUCATION
OF THE
PROVINCE OF ALBERTA
1908

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY



EDMONTON:
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1909

DEPARTMENT OF EDUCATION,
EDMONTON, September 30, 1909.

To His Honour,
GEORGE HEDLEY VICARS BULYEA,
Lieutenant Governor of the Province of Alberta.

SIR,—

I have the honour to transmit herewith the Annual Report
of the Department of Education for the year 1908.

I have the honour to be, Sir,

Your obedient servant,

ALEX. C. RUTHERFORD,
Minister of Education.

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DEPARTMENT OF EDUCATION

1908

MINISTER OF EDUCATION:

A. C. Rutherford, Esq., B.A., LL.D., M.P.P.

DEPUTY MINISTER OF EDUCATION:

D. S. MacKenzie, Esq.

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E. J. MacDiarmid, Miss L. Van Camp, Miss B.
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P. H. Thibaudeau, B.A., Lacombe.	J. W. Brown, B.A., Medicine Hat.
J. E. Loucks, B.A., Vegreville.	J. A. Smith, B.A., High River.

SUPERVISOR OF SCHOOLS AMONG FOREIGNERS:

Robert Fletcher, Wostok.

OFFICIAL ORGANIZER OF SCHOOLS:

Geo. O. Baetz.

NORMAL SCHOOL STAFF:

G. J. Bryan, B.A., Principal.	W. H. Thompson, B.A., Vice-Principal.
J. C. Miller.	Eliza M. Burnett. Mrs. H. Booth.

PART I.
REPORT OF THE DEPUTY MINISTER
STATISTICS

REPORT

OF THE

DEPUTY MINISTER OF EDUCATION

A. C. RUTHERFORD, Esq., B.A., B.C.L., LL.D., M.P.P.,
Minister of Education.

SIR,—I have the honour to submit herewith the third annual report of the Department of Education for the Province of Alberta, including statistics and special reports, for the year 1908.

An examination of the accompanying statistics will reveal a constant and rapid expansion in our educational development. The year has witnessed the formation of a large number of new school districts, the erection of many very creditable school buildings, the opening of the Practice School in connection with the Provincial Normal School, and the beginning of the first session of the Provincial University.

Though the greatest activity in the organization of new school districts naturally showed itself along new and projected railway lines, many schools have also been established in territory remote from railways, either actual or prospective. A notable example is the establishment of a public school on June 25th at Prairie River, a short distance west of Lesser Slave Lake and some three hundred miles north-west of Edmonton. The school is in charge of a fully qualified and experienced teacher and is reported to be doing excellent pioneer work in the far north.

From the list of schools organized during the year it will be observed that an average of fourteen new school districts per month was maintained throughout the year. There is every likelihood that this number will be considerably increased during the year 1909.

During the past few years instances have occasionally been brought to the attention of the Department, in which settlers in outlying districts were unable to organize schools owing to the fact that proposed school districts did not contain the requisite number of resident children of school age. This obstacle was overcome at the recent session of the Legislature by the enactment of an amendment whereby a school district may be established though there be only eight children between the ages of five and sixteen years actually resident in the proposed district.

The maintenance of schools is a matter which interests not only the ratepayers of existing school districts, but also the residents of every settlement in which the establishment of a school is contemplated. The funds are derived from two sources,—local taxation and government grants. The former is levied in rural school districts as a single land tax, and in village and town districts as a rate on the value of real and personal property. Thus the non-resident land speculator contributes towards the support of the rural school on the same basis as the actual resident. The affairs of each rural and village school district are administered by a board of trustees com-

posed of three resident ratepayers elected by the resident ratepayers of the school district.

For the information of the public generally, I quote from The School Grants Ordinance:

"3. In aid of schools organized and conducted under the provisions of The School Ordinance there shall be paid out of any legislative appropriation made for that purpose—

1. To rural districts an amount to be calculated as follows:
 - (a) To each district containing 6,400 acres or less of assessable land as shown by the last revised assessment roll of the district \$1.20 per day for each day school is kept open; to each district containing less than 6,400 acres as aforesaid one cent per day for each 160 acres or fractional part thereof less than 6,400 acres; and to each district containing more than 6,400 acres as aforesaid one cent less per day for each additional 160 acres or fractional part thereof; Amended c. 10, 1904, s. 1.
 - (b) To each district whose school is kept open more than 160 days in the year 40 cents per day for each additional day not exceeding 50;
 - (c) To each district engaging a teacher who holds a first class professional certificate under the regulations of the department 10 cents per day for each day such teacher is actually employed in the school;
 - (d) To each district whose school maintains a percentage of attendance as set forth in the following schedule the sum set opposite thereto for each day school is kept open:

Schedule.

A percentage of from 40 to 50 inclusive, 5 cents.

"	"	51	"	60	"	10	"
"	"	61	"	70	"	15	"
"	"	71	"	80	"	20	"
"	"	81	"	100	"	25	"

2. To village and town districts an amount to be calculated as follows:

- (a) To each district the sum of 90 cents per day for each day its school is kept open;
- (b) To each district engaging a teacher who holds a first class professional certificate under the regulations of the department 10 cents per day for each day such teacher is actually employed in the school;
- (c) To each district whose school maintains a percentage of attendance as set forth in the following schedule the sum set opposite thereto for each day school is kept open:

A percentage of from 50 to 60 inclusive, 5 cents.

"	"	61	"	70	"	10	"
"	"	71	"	80	"	15	"
"	"	81	"	90	"	20	"
"	"	91	"	100	"	25	"

3. To each district whose school attains a minimum grading on its efficiency in respect to grounds, buildings, equipment, government and progress a sum not exceeding fifteen cents per day to be paid in proportion to such grading for each day school is kept open; and such grading shall be based upon the inspector's report, or reports as prescribed by the regulations of the department;

4. To each town or village district maintaining one or more rooms exclusively for pupils in standards above the fifth the sum

of \$75 per term provided the daily average attendance of pupils in such room or rooms for any such term classified in accordance with the regulations of the department is at least twenty:

Provided that no grant shall be paid to any district under the provisions of this section unless an average attendance of six is maintained in its school for the term immediately preceding the time when the payment of the grant may be due:

Provided further that the grant payable to any rural district under subsection (a) of clause 1 of this section shall not be less than 90 cents per day for each day the school is kept open:

Provided further that any and every amount payable to any district under this section shall not unless otherwise provided be payable for more than 210 days in any calendar year:

Provided further that in any district where more than one teacher is employed each room shall rank as a district under the provisions of clauses 1, 2 and 3 of this section when the average attendance of the whole school shall at least equal twenty pupils to each teacher employed:

Provided further that if the sum of the grants payable to any district under clauses 1 or 2 of this section shall exceed 70 per cent. of the salary actually earned by the teacher or teachers employed in the district during the year the amount of the grant payable at the end of the second term of the year shall be reduced so that the total amount of the grant paid shall equal the said 70 per cent.:

Provided further that payments may be made in respect of the amounts earned under clause 1 or clause 2 of this section at the end of the school terms ending on the thirtieth day of June and the thirty-first day of December in each year on receipt of the returns herein-after provided and on receipt of the treasurer's bond and teacher's agreement as provided in The School Ordinance:

Provided further that in case the school of any district is open only during a portion of the year payment may be made to such district in respect of the amounts earned under clause 1 or clause 2 of this section as soon as the school closes for the year on receipt of the returns, bond and agreement mentioned in the next preceding proviso:

Provided further that when the return of the treasurer of any district as hereinafter provided shows that the district is indebted to any teacher or teachers the grant payable to such district under clause 1 or clause 2 of this section or such portion of it to the amount of such indebtedness shall be paid proportionately to such teacher or teachers:

Provided further that the grant earned by any district under clause 4 of this section shall be paid to such district at the end of the school year and in case the school of any district is not inspected during the year the district shall be paid for such year such grant as it may be entitled to upon the basis of the grading its school attains on the first inspection in the following year."

"6. The Lieutenant Governor in Council may order the payment of a special grant to any school whether organized according to law or not."

"8. For the purpose of estimating the grant which may be earned by any school on account of the attendance of pupils the average attendance for any calendar month during which the school is kept open shall be calculated by dividing the aggregate days' attendance for such month by the number of days school is kept open during such month; the percentage of attendance for any month school is kept open shall be calculated by dividing the average attend-

ance for such month by the number of pupils in actual attendance during such month; and the percentage of attendance for any term shall be calculated by dividing the sum of monthly percentages of attendance by the number of such monthly percentages of attendance."

"9. The board of every district receiving a grant under clause 3 of section 3 hereof shall expend one-half of the amount of such grant received in each and every year on the purchase of books for a school library and such books shall be selected from a list authorized and furnished by the department:

Provided that on the recommendation of an inspector the Commissioner of Education may authorize the board of any district to expend any portion of such grant on the purchase of equipment and apparatus in lieu of books for a school library. Amended c. 10, 1904, s. 2."

The activity in the matter of erecting school buildings may be judged from the fact that during the year debentures were registered for two hundred and thirty-six school districts, the amount of the debentures registered being \$787,900. The school buildings being erected in the rural districts are reported to be of a better type than the majority of those formerly erected, while the towns and cities vie with one another in endeavouring to have the most up-to-date buildings procurable. In this report there appear cuts of typical school buildings erected during the year.

During the autumn of 1908 the formal opening of the Normal School building at Calgary took place. A description of this building appeared in the last annual report. In addition to the commodious class rooms, library, auditorium and offices of the Normal School proper, there are eight class rooms in which a portion of Calgary's school population is accommodated and taught by teachers specially selected by the Department. The existence of these rooms enables teachers-in-training to do their work in observation and practical teaching without leaving the building, while the teachers in charge assist the Normal staff very materially by acting as critic teachers during the sessions of the Normal School.

As predicted in the report for 1907, the University of Alberta entered upon its career of activity by the appointment of a staff of professors and the opening of its doors to the forty students composing its first classes. This event is of interest not merely as an evidence that the time has arrived when there is a demand for an institution of higher education, but also as the occasion for the quickening of interest in secondary education, of which interest the University is in great measure both the effect and the cause.

A fair idea of the expansion taking place in your department may be formed by a comparison of the number of teachers employed in each year since the organization of the province in 1905, the numbers being: In 1905, 729; in 1906, 924; in 1907, 1,210; and in 1908, 1,468. This increase is due chiefly to the settlement and organization of rural districts, but also in part to the growth of our town schools. The foregoing figures would suggest that the year 1907 was marked by rapid proportional increase in the population of towns. A comparative study of the urban and rural school population during the past few years, points to the same conclusion:

YEAR	RURAL	URBAN	TOTAL
1905.....	13,619	10,635	24,254
1906.....	14,576	14,208	28,784
1907.....	16,344	17,994	34,338
1908.....	19,599	20,054	39,653

It will be noted that the majority of 2,984 in favour of the rural schools in 1905, which was reduced to a majority of 368 in 1906, gave place during 1907 to a majority of 1,650 in favour of town schools. It would appear, however, that a reaction set in during the past year whereby the majority was reduced from 1,650 to 455. This means that while the expansion in our town schools during the year has been great, that in the rural schools has been still greater.

The tendency noted in last year's report relative to the increase in teachers' salaries continues to be strongly in evidence as the following comparative statement will show. The comparison applies only to schools which are open during the whole school year, the average salary being given in each case:

YEAR	FIRST CLASS CERTIFICATE		SECOND CLASS CERTIFICATE	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
1905.....	\$741.08	\$615.63	\$620.90	\$572.10
1906.....	807.10	610.01	640.50	585.07
1907.....	910.05	652.55	674.40	574.40
1908.....	973.55	702.00	700.00	641.10

The Alexandra Readers, which were specially compiled and manufactured for the provinces of Alberta and Saskatchewan with a view to free distribution to school children, were published early in the summer of 1908, and the first distribution took place at mid-summer of that year. Upon the receipt of requisitions signed by the teacher and secretary of each school, the necessary readers are forwarded to be distributed to the pupils as required. Each pupil in actual attendance receives a reader upon admission to the school and subsequently upon being promoted to a higher standard; and the reader so received becomes the absolute property of the pupil. He is thus privileged to retain his set of readers as a souvenir of his schooldays; while at the same time the objections frequently urged from a sanitary standpoint are eliminated. Should the pupil, however, lose or destroy his reader, the Department does not supply him with another until he has been regularly promoted to the standard in which the next reader is used. Half-yearly statements are made to the Department, showing the disposition made of books supplied, together with the number still held for distribution.

The various statistical statements and special reports speak for themselves. From a survey of the Educational situation both retrospective and prospective there would appear ample justification for sharing in educational matters the optimism which is prevalent throughout the Canadian West.

I have the honour to be, Sir,

Your obedient servant,

D. S. MACKENZIE,
Deputy Minister of Education.

STATISTICS.

GENERAL SUMMARY.

	—1907—	—1908—	
Number of School Districts.....	902	1,070	
Increase for the year.....			168
Number of Districts having school in operation.....	694	851	
Increase for the year.....			157
Number of Departments in operation.....	945	1,139	
Increase for the year.....			194
Number of pupils enrolled.....	34,338	39,653	
Increase for the year.....			5,315
Average attendance of pupils.....	17,310	18,923 77	
Increase for the year.....			1,613 77
Percentage attendance of pupils.....	54%	48%	
Decrease for the year.....			6%
Average length of school year—days.....	159 6	160 03	
Increase for the year.....			43
Total Grants paid to School Districts.....	*\$159,725.89	\$228,678 48	
Increase for the year.....			\$68,952 59
School debentures authorized.....	674,515.00	563,925 00	
Decrease for the year.....			110,590 00
School debentures registered.....	485,165.00	787,900 00	
Increase for the year.....			302,735 00
Amount expended on school buildings and grounds.....	555,113.88	666,732 32	
Increase for the year.....			111,618 44
Amount expended for teachers' salaries.....	497,745 78	592,222 64	
Increase for the year.....			94,476 86
Paid on debentures and notes—including interest.....	**427,004.22	847,233.89	
Increase for the year.....			420,229 67
Amount expended for all other purposes.....	**314,088.98	287,492 40	
Decrease for the year.....			26,596 58

*This amount represents the grant paid during the year 1907 while the amount \$197,767 89 which appears in the Report for 1907 is the grant paid on account of that year.

**These amounts were combined in the 1907 Report under the heading "Amount expended for all other purposes."

SCHOOL DISTRICTS.

In existence December 31, 1907	Erected during 1908
Public..... 890	Public..... 168
Separate..... 8	Separate..... 0
*Unorganized..... 4	Unorganized..... 0
Total..... 902	Total..... 168

*These are in outlying settlements in which schools are maintained partly by Government aid. They have not been erected as districts under the provisions of the School Ordinance.

There also exist in the unorganized territory in the northern part of the Province 18 schools which formerly received support from the Dominion Government and are now assisted by the Government of Alberta.

NUMBER OF SCHOOLS receiving grants for the years 1907 and 1908 and Departments in each.

SCHOOLS having	TOTAL SCHOOLS		TOTAL DEPTS.	
	1907	1908	1907	1908
1 Department	644	798	644	798
2 Departments.	18	19	36	38
3 "	8	8	24	24
4 "	7	8	28	32
5 "	3	3	15	15
6 "	3	3	18	18
7 "	1	1	7	7
8 "	3	3	24	24
9 "	1	1	9	9
10 "	1	1	10	10
11 "	1	1	11	11
15 "	3	..	45	..
16 "	..	2	..	32
19 "	..	1	..	19
38 "	1	..	38	..
44 "	..	1	..	44
45 "	1	..	45	..
58 "	..	1	..	58
	694	851	943	1,139

ATTENDANCE OF PUPILS.

AT ALL SCHOOLS	1907	1908	Increase
No. of pupils attending school during year	34,338	39,653	5,315
No. of boys attending school during year.	17,707	19,516	1,809
No. of girls attending school during year.	16,631	20,137	3,506
Total aggregate attendance for 1st term...	1,672,126	2,128,701	456,575
Total aggregate attendance for 2nd term	1,482,441	1,754,561	272,120
Total aggregate attendance for year....	3,154,567	3,883,262	728,695
Total average attendance for year....	14,782.61	18,923.77	4,141.16

CLASSIFICATION OF PUPILS (1908).

STANDARDS	No. of pupils		Increase	Per cent. of enrolment
	1907	1908		
Standard I, Part 1.	9,163	11,565	2,402	29.17
" I, Part 2.	5,524	5,823	299	14.68
" II.	6,226	6,929	703	17.47
" III.	6,649	7,032	383	17.73
" IV.	3,777	4,613	836	11.64
" V.	2,115	2,519	404	6.35
" VI.	582	748	166	1.89
" VII.	216	316	100	.80
" VIII.	86	108	22	.27
Totals	34,338	39,653	5,315	100.00

COMPARATIVE STATEMENT of Attendance and Classification of Pupils in Rural, Town and Village Schools.

	Town and village schools	Rural schools
Number of pupils enrolled.....	20,054	19,599
Aggregate days' attendance of pupils.....	2,242,766	1,640,496
Daily average attendance of pupils.....	8,819.44	10,104.32
Percentage of attendance of total enrolment.....	51.55	43.97
Average length of school year—days.....	202.76	154.55
Classification—Standard I, Part 1.....	5,836	5,729
“ I, Part 2.....	2,901	2,922
“ II.....	3,422	3,507
“ III.....	3,318	3,714
“ IV.....	2,202	2,411
“ V.....	1,294	1,225
“ VI.....	663	85
“ VII.....	310	6
“ VIII.....	108	
Total number of pupils.....	20,054	19,599

NOTE.—The statistics in the above table for 1908 were compiled from the returns received from 726 rural districts (including one unorganized district) representing 727 departments and 93 town and village districts representing 341 departments.

LENGTH OF SCHOOL YEAR (1908).

Number of schools open between	21 and	50 days.....	25
“ “ “ “	50 “	100 “.....	89
“ “ “ “	100 “	150 “.....	190
“ “ “ “	150 “	200 “.....	242
“ “ “ over	200	“.....	273
Total..			819

TEACHERS EMPLOYED, CERTIFICATES AND SALARIES (1908).

CLASS OF CERTIFICATE	No. of Teachers	Schools open the whole year			No. of Teachers	Schools open part of year		
		Salaries per year				Salaries per year		
		Highest	Lowest	Average		Highest	Lowest	Average
First, male. . .	90	\$1800 00	\$600.00	\$973.55	26	\$720 00	\$600.00	\$644.62
First, female. .	109	1000.00	600 00	702 00	16	720 00	575.00	653.69
Second, male. .	120	1500 00	575.00	700.00	102	720.00	580.00	649.37
Second, female	522	900.00	525 00	641 10	179	780.00	575.00	637.00
Third, male. . .								
Third, female. .	1	600.00	600 00	600.00	2	660.00	600.00	630.00
Permit, male. .	25	900.00	550.00	674.80	72	725.00	550.00	621.83
Permit, female	64	720.00	550.00	611.00	140	720.00	525 00	614.68
TOWN SCHOOLS								
First, male. . .	47	\$1800 00	\$750.00	\$1235 32	17	\$1000.00	\$600.00	\$778.23
First, female. .	68	1000.00	600.00	732 27	7	1000 00	600 00	782.85
Second, male. .	17	1500 00	780.00	1029.41	22	1000.00	600 00	733.86
Second, female	218	900.00	600.00	661 00	51	800 00	575.00	662 35
K'garten, male								
" female. . .	2	750.00	650.00	700.00				
Permit, male. . .	3	900.00	660 00	820 90	1	600.00	600.00	600.00
Permit, female	4	720 00	600.00	660 00	1	600.00	600.00	600.00
YEARLY RURAL SCHOOLS								
First, male. . .	26	\$925 00	\$600 00	\$666.53	116	\$1800.00	\$600 00	\$899.82
First, female. .	34	780.00	600 00	640.58	125	1000 00	575.00	696.00
Second, male. .	81	720 00	575 00	621 81	222	1500 00	575.00	676.64
Second, female	253	720 00	525.00	612.45	701	900.00	525.00	631.00
Third, male. . .								
Third, female. .	1	600 00	600.00	600.00	3	660 00	600.00	620.00
Permit, male	21	720.00	550.00	655.23	97	900 00	550.00	635.00
Permit, female	59	720.00	550.00	608 00	204	720.00	525.00	625.85

Total number of teachers employed during the year. 1,468
Total number of teachers employed at one time..... 1,192
Altogether there were 276 schools or rooms that changed teachers during the year.

Average salary per year paid to all teachers employed..... \$657.39

SCHOOL HOUSES AND EQUIPMENT.

SCHOOL HOUSES (Material).

Log.	44
Frame	596
Brick	43
Stone	4
Other material.	2
No. of districts that have provided wells at school	265
No. of wells from which good water is obtained.	200
No. of schools provided with insufficient blackboard space.	46
No. of schools having a satisfactory system of ventilation	660
No. of schools provided with satisfactory desks.	685
Total number of volumes in school libraries	38,448
No. of schools provided with—	
Numeral frame	757
Reading tablets	2,140
Sand modelling board	117
Dictionary	841
Globe.	842
Map of world.	836
Map of Canada	780
Map of Alberta.	598
Map of North America	687
Charts	625

SCHOOL DISTRICT DEBENTURES.

YEAR	DEBENTURES AUTHORIZED		DEBENTURES REGISTERED	
	No. of school districts	Amount	No. of school districts	Amount
1902	73	\$ 68,650	70	\$ 72,050
1903	83	108,135	93	109,285
1904	105	264,190	109	188,340
1905	120	159,325	111	228,725
1906	157	422,325	146	347,175
1907	171	674,515	135	485,165
1908	227	563,925	236	787,900

RECEIPTS AND EXPENDITURES.

SUMMARY OF RECEIPTS AND EXPENDITURES OF SCHOOL DISTRICTS FOR THE YEAR 1908.*

RECEIPTS.

Cash on hand January 1st	\$ 88,217.92
Proceeds from debentures	764,069.45
Taxes collected	917,514.69
Government grants	220,712.12
Pupils' fees	2,509.18
Borrowed by note	539,938.72
Amounts advanced by treasurers	2,078.51
Other sources	101,794.06
	\$2,636,834.65

EXPENDITURES.

Teachers' salaries	\$ 592,222.64
Officials' salaries	39,974.34
Paid on debentures	207,775.33
Paid on notes—including interest	639,458.56
School buildings and repairs	607,634.68
School grounds	59,097.64
School furniture	48,876.77
Library and reference books	7,183.15
Apparatus and equipment	16,921.53
Supplies, stationery, etc	14,898.65
Caretaking and fuel	73,120.67
Insurance	15,557.37
Other expenditures	70,959.92
Balance on hand December 31st	243,153.40
	\$2,636,834.65

*Compiled from financial statements received from 903 school districts.

**COMPARATIVE STATEMENT showing Receipts and Expenditures of Town
and Village Districts and Rural School Districts for the year 1908.**

	Town and Village Districts	Rural Districts
RECEIPTS.		
Cash on hand January 1st.	\$ 30,112.77	\$ 58,105 15
Proceeds of debentures.	570,650.56	193,418 89
Taxes collected.	511,782 49	405,732.20
Government grants.	83,607 27	137,104 85
Pupils' fees.	1,345.04	1,164 14
Borrowed by note.	361,755 70	178,183 02
Amounts advanced by treasurers.	2 05	2,076.46
Other sources.	91,292 92	10,501.14
	\$1,650,548 80	\$986,285 85
EXPENDITURES.		
Teachers' salaries.	\$ 259,104.19	333,118 45
Officials' salaries.	11,771.17	28,203.17
Paid on debentures.	131,379.83	76,395.50
Paid on notes—including interest.	467,066 65	172,391.91
School buildings and repairs.	443,615 90	164,018.78
School grounds.	40,774.00	18,323.64
School furniture.	24,376.63	24,500.14
Library and reference books.	3,285 72	3,897.43
Apparatus and equipment.	8,428 14	8,493.39
Supplies, stationery, etc.	6,364 96	8,533.69
Caretaking and fuel.	49,622 30	23,498.37
Insurance.	9,746.12	5,811.25
Other expenditures.	50,981 43	19,978 49
Balance on hand December 31st.	144,031.76	99,121.64
	\$1,650,548 80	\$986,285 85

**COMPARATIVE STATEMENT showing Assets and Liabilities of Town and Village
School Districts and Rural School Districts for the year 1908.**

	Town and Village Districts	Rural Districts
ASSETS.		
Cash on hand.	\$ 144,031.76	\$ 99,121.64
Arrears of taxes due.	133,515 35	285,563 53
Estimated value of land and buildings.	1,828,779 88	724,280 55
Estimated value of furniture and apparatus.	113,927.34	48,488.80
Estimated value of school libraries.	10,396.00	12,483.20
Other assets.	37,382.43	2,213.34
	\$2,268,032.76	\$1,172,151.06
LIABILITIES.		
Teachers' salaries.	\$ 3,799 95	\$ 42,567.30
Debenture indebtedness.	1,422,059.68	527,230.17
Outstanding accounts.	164,296.92	151,788.59
Amounts due treasurers.	2 05	2,076.46
Excess of assets over liabilities.	677,874.16	448,488 54
	\$2,268,032 76	\$1,172,151.06

SUMMARY OF ASSETS AND LIABILITIES of all School Districts for the year 1908.

ASSETS.

Cash on hand.....	\$ 243,153.40
Arrears of taxes due.....	419,078.88
Estimated value of lands and buildings.....	2,553,060.43
Estimated value of furniture and apparatus.....	162,416.14
Estimated value of school libraries.....	22,879.20
Other assets.....	39,595.77
	\$3,440,183.82

LIABILITIES.

Teachers' salaries.....	\$ 46,367.25
Debenture indebtedness.....	1,949,289.85
Outstanding accounts.....	316,085.51
Amount due treasurer for moneys advanced.....	2,078.51
Excess of assets over liabilities.....	1,125,362.70
	\$3,440,183.82

PROVINCIAL CERTIFICATES GRANTED (1908).

	Alta.	N.W.T.	Other Provs.	Eng. & Wales	Ireland	Scot.	Total	Grand Total
<i>(a) Interim Certificates.</i>								
1st Class to Alberta teachers..	40						40	
“ N.W.T. teachers..		6					6	
“ Teachers from Saskatchewan			4					
“ “ “ Ontario..			20					
“ “ “ Manitoba..			2					
“ “ “ Nova Scotia..			1					
“ “ “ New Brunswick..			5					
“ “ “ Quebec..			2				34	
“ “ “ England..				1			1	81
2nd Class to Alberta teachers..	91						91	
“ N.W.T. teachers..		6					6	
“ Teachers from Saskatchewan..			13					
“ “ “ Ontario..			90					
“ “ “ Manitoba..			13					
“ “ “ Nova Scotia..			15					
“ “ “ New Brunswick..			1					
“ “ “ Quebec..			7				139	
“ “ “ England & Wales..				7				
“ “ “ Ireland..					2			
“ “ “ Scotland..						6	15	251
3rd Class to Alberta teachers..								
“ N.W.T. teachers..								
Kindergarten to teachers from Ontario..								
“ “ “ Ireland..								
<i>(b) Professional Certificates.</i>								
1st Class Professional Certificates..	56							
2nd “ “ “	234							
3rd “ “ “								290
* <i>(c) Provisional Certificates..</i>	385							385
<i>(d) Non-Professional Certificates.</i>								
Standard VIII Diplomas..	46							
“ VII “	103							
“ VI “	199							
“ V “	467						815	815

NOTE.—Interim certificates are granted to teachers who complete a course of training at the Provincial Normal School or who present approved Professional Certificates from the Eastern Provinces or elsewhere.

Professional certificates are granted to teachers who have taken Normal Training and who have taught successfully in the Province for at least one year on their Interim Certificates.

*Including temporary certificates to substitutes for teachers who were ill or who were required to attend Normal School.

EXAMINATIONS (1908).

STANDARD V EXAMINATIONS.

No. of candidates who wrote.	741
No. of candidates who passed.	467

TEACHERS' NON-PROFESSIONAL EXAMINATION.

CENTRE	No. of Candidates		
	VI	VII	VIII
Calgary	58	24	11
Cardston	7	7	..
Edmonton	45	36	10
High River	16	4	..
Lacombe	22	2	2
Lethbridge	16	12	8
Macleod	11	2	..
Medicine Hat	13	10	3
Olds	8	4	..
Raymond	16	3	..
Red Deer	27	7	1
Strathcona	30	12	9
Wetaskiwin	12	7	1
Totals	281	130	45
Total			456
No. of Candidates who passed.	198	102	43
Total			343

TEACHERS' PROFESSIONAL EXAMINATIONS (1908).

FIRST TERM				SECOND TERM			
EXAMINED		PASSED		EXAMINED		PASSED	
1st	2nd	1st	2nd	1st	2nd	1st	2nd
11	33	11	33	35	64	32	59
Totals	44		44	Totals	99		91

INSTITUTES AND CONVENTIONS.

The following is a list of the Teachers' Institutes and Conventions held in Alberta in 1908.

INSTITUTES.

PLACE OF MEETING	WHEN HELD	TEACHERS' ATTEND- ANCE
Calgary.....	May 11th and 12th.	73
High River	May 13th and 14th.	17
Macleod.....	May 15th and 16th.	23
Raymond.....	May 18th and 19th.	43
Medicine Hat.....	May 20th and 21st.	22
Didsbury.....	May 26th and 27th.	38
Ponoka.....	May 28th and 29th.	43
Strathcona.....	June 1st and 2nd.	112
Vermilion.....	June 3rd and 4th.	18
Fort Saskatchewan....	June 5th and 6th.	15
Morinville.....	June 8th and 9th.	9
Camrose.....	June 12th.	19
Innisfail	June 15th and 16th.	35

CONVENTIONS.

Lacombe.....	October 22nd and 23rd.	39
Red Deer.....	October 22nd and 23rd.	44
Strathcona.....	October 29th and 30th.	160
Didsbury.....	November 5th and 6th.	36
Macleod.....	November 5th and 6th.	67
Medicine Hat.....	November 20th.	22

SCHOOL INSPECTION.

INSPECTOR	No. of schools or Depts. under jurisdiction		No. of schools or Depts. in operation		No. of schools visited once		No. of schools visited twice		No. of schools visited more than twice		Total No. of visits	
	Jan. 1 1908	Dec. 31 1908	Graded Depts.	Ungraded schools	Graded Depts.	Ungraded schools	Graded Depts.	Ungraded schools	Graded Depts.	Ungraded schools	Graded Depts.	Ungraded schools
Geo. E. Ellis, Edmonton.....	149	188	61	127	61	125	..	11	..	..	61	136
John Ross, Strathcona.....	..	..	..	..	..	..	..	..	..	..	..	..
P. H. Thibaudeau, Lacombe.....	138	168	11	124	11	116	..	34	..	1	11	151
J. F. Boyce, Red Deer.....	143	166	20	125	18	142	15	76	1	4	34	222
J. W. Brown, Medicine Hat.....	158	171	95	52	95	51	91	10	..	1	186	63
Jas. E. Loucks, Vegreville.....	116	159	13	89	..	24	11	76	..	5	22	191
C. H. Russell, Calgary.....	160	182	86	78	68	43	13	31	..	..	94	105
J. A. Smith, High River.....	135	144	22	119	2	65	20	54	2	3	44	176

SCHOOL INSPECTION.

INSPECTOR	Schools found closed once during the year		Schools found closed twice during the year		Schools not in operation		Distance travelled		
	Graded Depts.	Ungraded schools	Graded Depts.	Ungraded schools	Graded Depts.	Ungraded schools	By Rail	By Road	Total
Geo. E. Ellis, Edmonton		18				2	516	2,066	2,582
John Ross, Strathcona		..				..		..	..
P. H. Thibaudeau, Lacombe..		64		8		34	890	2,315	3,205
J. F. Boyce, Red Deer.	3	58		8		21	4,005	2,466	6,455
J. W. Brown, Medicine Hat.	..	1				11	2,275	1,371	3,646
Jas. E. Loucks, Vegreville..		19		2		47	1,610	2,428	4,038
C. H. Russell, Calgary		15				7	1,258	1,430	2,688
J. A. Smith, High River.	3	8		2		1	1,263	1,823	3,086

CITY AND TOWN DISTRICTS, 1908.

PUBLIC SCHOOLS.

No.	NAME OF DISTRICT	Depts.	PRINCIPAL	Cert.	SALARY	Enrolment
7	Edmonton	47	Wm. Rea.	1st	\$1,800.00	2531
19	Calgary	58	A. C. Newcombe.	1st	1,700.00	2980
47	Macleod	6	A. E. Torrie.	1st	1,300.00	290
51	Lethbridge	19	W. A. Hamilton.	1st	1,400.00	901
76	Medicine Hat.	16	C. Sansom.	1st	1,500.00	808
91	Fort Saskatchewan.	3	H. R. Parker	1st	1,200.00	181
104	Red Deer.	8	W. J. McLean.	1st	1,100.00	450
121	Pincher Creek.	4	K. P. Stewart.	1st	900 00	162
144	High River.	7	J. M. Kelly.	2nd	900.00	327
178	Okotoks	3	Wm. Skinner.	1st	950.00	161
210	Innisfail	4	F. L. Aylesworth.	2nd	1,200.00	219
216	Strathcona.	16	Geo. A. McKee.	1st	1,600.00	954
235	Olds.	5	J. C. Butchart	1st	900.00	236
243	Nelson (Lacombe).	7	N. E. Carruthers	1st	1,200.00	315
264	Wetaskiwin.	10	A. W. Keith.	1st	1,300.00	545
297	Leduc.	3	R. M. Watt.	1st	850.00	151
423	Ponoka	4	M. O. Nelson.	1st	1,020.00	188
457	Cardston	8	Jas. W. Low.	1st	1,200.00	428
620	Magrath.	6	J. A. Mercer.	2nd	900.00	271
647	Galt (Stirling)	4	C. W. Brown.	1st	900 00	222
652	Didsbury.	4	O. R. Lavers.	1st	900 00	204
700	Raymond.	9	B. F. Keillor.	1st	1,200.00	550
730	Nanton.	4	H. C. McKay.	2nd	840 00	214
764	Claresholm.	4	C. J. Bradley.	2nd	900.00	278
933	Taber.	6	J. E. Davis.	1st	950.00	390
1315	Camrose.	4	J. W. Russell.	2nd	1,000.00	166
1446	Vermilion Centre.	2	Geo. Marion.	1st	840 00	150
1475	Stettler.	4	Francis M. Quance.	1st	1,050.00	232
1480	New Vegreville.	4	John F. Rogers.	2nd	1,200.00	152
1539	Daysland	2	J. F. Barker	2nd	840.00	81
1638	Stony Plain Village.	1	D. B. Lattey	2nd	800 00	81

ROMAN CATHOLIC SEPARATE SCHOOLS.

1	Lacombe (Calgary)....	8	Sr. Mary Greene	1st	\$ 1,000.00	374
7	St. Joachim (Edmonton)	11	Sr. M. J. Quigley..	1st	960 00	433
8	Holy Cross (Macleod)...	1	Teresa A. Thomas....	2nd	660.00	41
9	Lethbridge.....	4	Sr. Annie McNamara.	2nd	500.00	224
12	St. Anthony (Strathcona)	2	Mary C. Benn	2nd	720 00	91
15	Sacred Heart (Wetas'n).	2	Tillie Arnoldi	2nd	660 00	59
16	St. Martin's (Vegreville)	2	Anna M. Doyle	2nd	800 00	68

ROMAN CATHOLIC PUBLIC SCHOOLS.

3	St. Albert.....	3	W. J. Welsh.....	1st	\$900.00	230
35	Thibault (Morinville)....	1	Mary E. O'Brien..	2nd	750.00	72

ATTENDANCE IN TOWN AND CITY DISTRICTS.

PUBLIC SCHOOLS.

No.	NAME OF DISTRICT	ENROLLED	AVERAGE ATTENDANCE	PERCENTAGE OF ATTENDANCE
7	Edmonton.....	2,531	1,546.79	61.11
19	Calgary.....	2,980	1,834.4	61.55
47	Macleod.....	290	141.2	48.68
51	Lethbridge.....	901	500.18	55.51
76	Medicine Hat.....	808	503.86	62.35
91	Fort Saskatchewan.....	181	92.28	50.98
104	Red Deer.....	450	60.33	13.40
121	Pincher Creek.....	162	90.89	56.10
144	High River.....	327	168.28	51.46
178	Okotoks.....	161	86.66	53.82
210	Innisfail.....	219	126.23	57.63
216	Strathcona.....	954	534.18	55.99
235	Olds.....	236	139.74	59.21
243	Nelson (Lacombe).....	315	194.18	61.64
264	Wetaskiwin.....	545	325.30	59.68
297	Leduc.....	151	88.76	58.78
423	Ponoka.....	188	109.90	58.45
457	Cardston.....	428	252.04	46.24
620	Magrath.....	271	165.86	61.20
647	Galt (Stirling).....	222	110.11	49.59
652	Didsbury.....	204	114.09	55.92
700	Raymond.....	550	228.54	41.55
730	Nanton.....	214	100.00	46.00
764	Claresholm.....	278	122.80	44.17
933	Taber.....	390	149.07	38.22
1315	Camrose.....	166	99.79	60.11
1446	Vermilion Centre.....	150	77.13	51.42
1475	Stettler.....	232	96.68	41.67
1480	New Vegreville.....	152	74.76	49.18
1539	Daysland.....	81	42.92	52.98
1638	Stony Plain Village.....	81	32.15	39.69

ROMAN CATHOLIC SEPARATE SCHOOLS.

1	Lacombe (Calgary).....	374	229.75	61.45
7	St. Joachim (Edmonton).....	433	282.43	65.22
8	Holy Cross (Macleod).....	41	17.39	42.41
9	Lethbridge.....	224	142.04	63.41
12	St. Anthony (Strathcona).....	91	39.38	43.16
15	Sacred Heart (Wetaskiwin).....	59	37.69	63.88
16	St. Martin's (Vegreville).....	68	38.75	56.98

ROMAN CATHOLIC PUBLIC SCHOOLS.

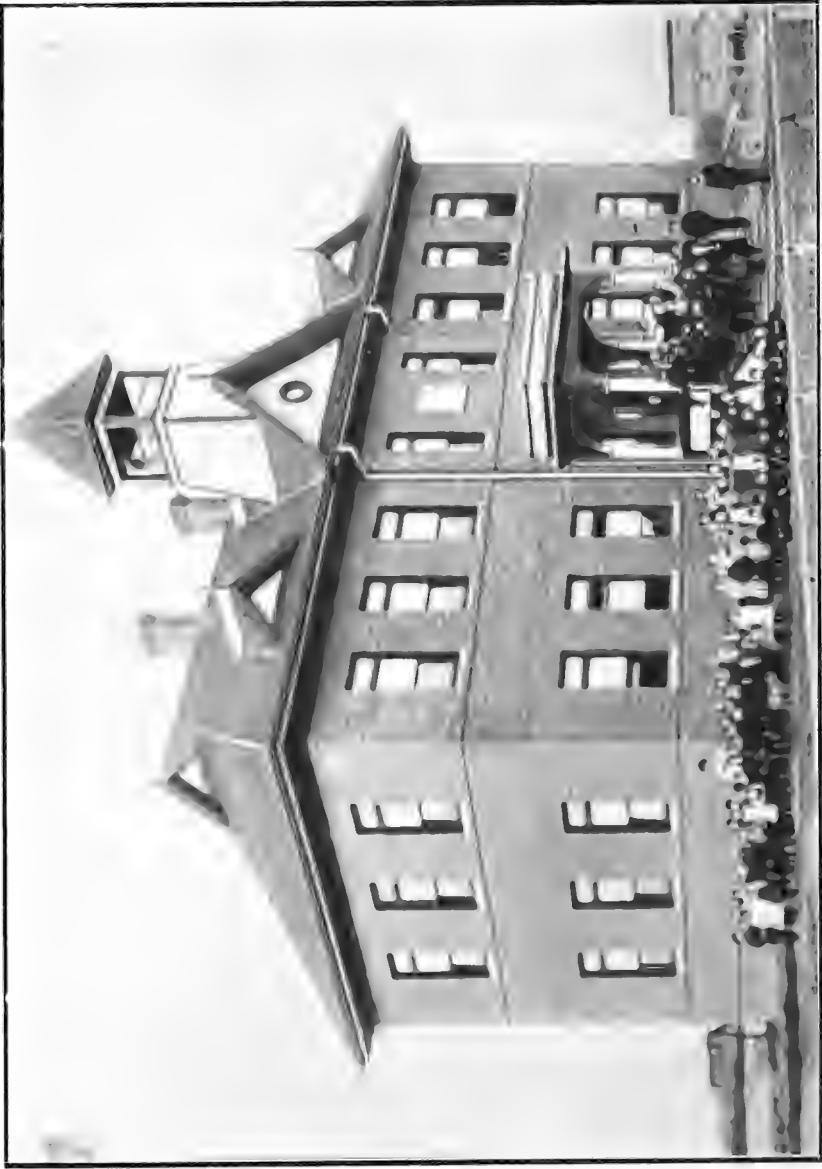
3	St. Albert.....	230	93.04	44.05
35	Thibault (Morinville).....	72	35.09	48.07

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1908.

NAME	NO.	Date of erection	Gen. location			SECRETARY
			Tp.	Rg.	M	
Yale	1749	Jan. 10	{ 15	22	4	} D. Patterson, Cleverville.
			{ 15	23	4	
Paradise Valley...	1750	Jan. 10	{ 47	7	4	} H. A. Eyben, Cummings.
			{ 48	8	4	
Meadow Brook...	1751	Jan. 10	{ 42	1	4	} G. B. Barclay, Iowalta.
			{ 42	28	5	
Collins	1752	Jan. 23	{ 35	23	4	} G. H. Baylis, Lakeview.
			{ 36	24	4	
Lloydminster	1753	Jan. 23	{ 49	1	4	} G. H. Orange, Lloydminster.
			{ 50	1	4	
Red Raven	1754	Jan. 23	{ 35	3	5	} H. M. Krusell, Raven.
			{ 35	4	5	
Rosebank	1755	Jan. 23	39	16	4	E. H. Rider, Higgins.
Vale View	1756	Jan. 23	{ 33	3	5	} A. A. Kolden, Garrington.
			{ 34	4	5	
Bloomington Valley..	1757	Jan. 23	{ 44	3	4	} H. C. Haecker, Edgerton.
			{ 44	4	4	
Conjuring Lake	1758	Jan. 23	{ 47	26	4	} C. J. Blondheim, Conj'g Creek.
			{ 48	27	4	
Elmdale	1759	Jan. 25	{ 19	25	4	} D. E. Hannegan, Mossleigh.
			{ 20	25	4	
Estonian	1760	Feb. 11	40	3	5	E. S. Stavley, Eckville.
Harmony	1761	Feb. 11	{ 15	22	4	} A. Ferguson, Reid Hill.
			{ 16	22	4	
Hay Lakes	1762	Feb. 11	48	23	4	G. H. Thomas, Millet.
Crystal Springs	1763	Feb. 11	43	1	5	W. H. Campbell, Buckhorn.
Millerdale	1764	Feb. 11	{ 50	2	4	} F. J. Buck, Kitseoty.
			{ 51	2	4	
Battle Bend	1765	Feb. 11	{ 39	10	4	} W. C. Main, Leopoldville.
			{ 40	11	4	
Bruyere	1766	Feb. 11	{ 56	24	4	} J. A. Bruyere, Legal.
			{ 57	25	4	
Basin	1767	Feb. 11	{ 14	29	4	} E. M. Hatten, Willows.
			{ 15	30	5	
Crescent Heights ...	1768	Feb. 11	24	1	5	R. Michie, Calgary.
Wyoming	1769	Feb. 25	{ 42	12	4	} John Maydall, Sedgewick.
			{ 42	13	4	
Stockdale	1770	Feb. 25	53	5	4	G. J. Stockwell, Vermilion.
Paddle River.....	1771	Feb. 25	{ 59	3	5	} R. L. Highbaugh, Paddle Riv.
			{ 59	4	5	
Curlew	1772	Feb. 25	{ 32	25	4	} E. Silversides, Curlew.
			{ 33	25	4	
Sunshine	1773	Feb. 25	{ 28	1	5	} Geo. McLeod, Crossfield.
			{ 29	2	5	
Longfellow	1774	Feb. 25	{ 10	5	4	} Alex. Middleton, Coleridge.
			{ 11	5	4	
Avondale	1775	Feb. 25	{ 29	23	4	} W. B. Elliott, Carbon.
			{ 29	24	4	
Champlain	1776	Mar. 11	{ 56	11	4	} Eng. Ouellet, Brosseau.
			{ 57	12	4	
Bojan	1777	Mar. 11	{ 56	13	4	} Robt. Fletcher, Wostok.
			{ 56	14	4	
Boyne	1778	Mar. 11	16	25	4	John Carrigan, Nanton.
Desjarlais	1779	Mar. 11	{ 56	14	4	} Thos. Strenatka, Desjarlais.
			{ 57	14	4	
Weedon	1780	Mar. 11	{ 27	4	5	} E. Brown, Cochrane.
			{ 28	4	5	
Clifton	1781	Mar. 23	57	1	5	C. W. Elson, Sion.
Sky Hill	1782	Mar. 23	{ 23	27	4	} Luther B. Rutledge, Langdon.
			{ 23	28	4	
Brody	1783	Mar. 23	{ 53	16	4	} Peter Svarich, Vegreville.
			{ 54	16	4	
Daisy Nook	1784	Mar. 23	38	4	5	Wm. J. Whittle, Evarts.

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1908—*Continued.*

NAME	NO.	Date of erection	Gen. location			SECRETARY
			Tp.	Rg.	M	
Rich	1785	Mar. 23	47	14	4	F. C. Wilson, Bruce.
			48	15	4	
Prairie Union	1786	Mar. 23	40	13	4	A. Shogren, Galahad.
			41	14	4	
Blusson	1787	April 13	15	22	4	H. McNaughton, Reid Hill.
			16	23	4	
Strong	1788	April 13	41	9	4	Alex. Mursell, Hardisty.
			42	10	4	
Templeton	1789	April 13	50	2	5	Chas. Blackwood, Templeton.
			51	2	5	
Plaxtonville	1790	April 13	46	5	4	G. Bable, Gilt Edge.
Potter Creek	1791	April 13	42	3	5	Wm. Connors, Rimbey.
Lougheed	1792	April 13	43	11	4	A. C. Walmsley, Lougheed.
			44	12	4	
Craig	1793	April 13	36	2	5	A. Chandler, Markerville.
			37	3	5	
Rolling Hills	1794	April 13	9	22	4	Thos. Scott, Lethbridge.
			10	22	4	
Sherwood	1795	April 13	14	24	4	Stephen Fath, Cleverville.
			15	24	4	
Ministik	1796	April 13	50	21	4	R. B. Mair, Ministik Lake.
			51	21	4	
Brandland	1797	April 13	48	20	4	H. E. Johnson, Lundemo.
			49	21	4	
Queenstown	1798	April 13	19	21	4	Geo. L. Macomber, Queenst'n.
			19	22	4	
Floating Stone	1799	April 13	60	11	4	E. Stapleton, Boyne Lake.
			60	12	4	
Woncc	1800	April 13	48	24	4	R. A. Patrick, Millet.
			48	25	4	
Skeskowicz	1801	April 27	55	15	4	Patrick Bolan, Whitford.
			56	15	4	
Rich Valley	1802	April 27	56	3	5	H. Austin, Lac La Nonne.
South Fork	1803	April 27	36	5	5	T. A. VanArsdale, Caroline.
			36	6	5	
Big Island Ferry	1804	April 27	50	25	4	B. E. Winslow, Strathcona.
			51	26	4	
Coaldale	1805	April 27	8	20	4	H. A. Suggitt, Coaldale.
			9	20	4	
Durness	1806	April 27	51	1	4	John Campbell, Lloydminster.
			52	1	4	
Mount Pleasant	1807	April 27	34	25	4	G. F. Oakes, Milnerton.
			35	25	4	
McDonald	1808	April 27	56	2	5	Thos. A. Brazil, Rich Valley.
			56	3	5	
Tring	1809	April 27	52	3	4	T. G. McPherson, Tring.
			53	3	4	
Ribstone Hill	1810	April 27	46	12	4	Chas. Lindberg, Harland.
			47	12	4	
Craven	1811	April 27	58	4	5	Tom Richmond, Mossdale.
			59	4	5	
Chapleton	1812	April 27	27	4	5	Earle H. Whittle, Cochrane.
			28	5	5	
Graminia	1813	April 27	50	28	4	T. A. Wartz, Graminia.
			51	27	4	
Canyon Creek	1814	April 27	47	27	4	E. J. Main, Bonnie Glen.
			48	27	4	
Wabash	1815	May 11	59	26	4	J. W. Shutt, Swallowhurst.
			60	27	4	
Holmstead	1816	May 11	44	5	4	D. A. McDougall, Holmstead.
			44	6	4	
State	1817	May 26	11	6	4	W. Wellington, Medicine Hat.
			9	4	4	
Goose Lake	1818	May 26	9	5	4	F. J. Bohnet, Little Plume.



Public School, Cambridge

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1908—Continued.

NAME	NO.	Date of erection	Gen. location			SECRETARY
			Tp.	Rg.	M	
Island Lake.....	1819	May 26	59	24	4	W. W. Baker, Jeffrey.
Thompson.....	1820	May 26	34	20	4	H. R. Gould, Big Valley.
			34	21	4	
Nestor.....	1821	May 26	48	13	4	L. P. Allen, Nestor.
			48	14	4	
Amisk Valley.....	1822	May 26	41	8	4	Arnold Booth, Amisk.
Bergen.....	1823	May 26	31	5	5	Gerhard Person, Bergen.
			32	5	5	
Busenius.....	1824	May 26	49	22	4	August Weber, New Sarepta.
			50	23	4	
Trimbleville.....	1825	June 12	51	4	4	H. Landells, Islay.
			52	5	4	
Sullivan Lake.....	1826	June 12	35	13	4	John Picken, Williston.
			36	14	4	
Richmond Hill.....	1827	June 12	16	26	4	Jas. Morton, Nanton.
			17	26	4	
Pioneer.....	1828	June 12	19	21	4	John Glambeck, Milo.
Hazeldeen.....	1829	June 12	53	3	4	Geo. Gardiner, Islay.
			53	4	4	
Twelve Mile Coulee..	1830	June 12	11	21	4	S. Bosch, Diamond City.
			11	22	4	
Richmond.....	1831	June 12	45	1	5	M. Tocher, Westeros.
Woodland.....	1832	June 12	51	4	5	E. A. Bennett, Mewassin.
Prairie River.....	1833	June 25	74	16	5	O. D. Hill, Lesser Slave Lake.
			75	17	5	
Mary's Villa.....	1834	June 25	43	19	4	Gilbert J. Oium, Edberg.
Limbrook.....	1835	June 25	50	19	4	E. N. Jones, Tofield.
			51	20	4	
Bedford.....	1836	June 25	40	13	4	J. A. Jones, Galahad.
			41	13	4	
Buena Vista.....	1837	June 25	41	19	4	W. E. Lee, Monvel.
			42	19	4	
Boundary Creek...	1838	June 25	1	26	4	Jas. Crerar, Boundary Creek.
			1	27	4	
Hiawatha.....	1839	June 25	15	24	4	N. W. Scott, Laurence.
			15	25	4	
Allan.....	1840	June 25	20	28	4	A. Forckel, Okotoks.
			21	29	4	
Glen Park.....	1841	June 25	42	18	4	W. W. Bottcher, Meeting Cr'k.
			43	19	4	
L'Abbe.....	1842	June 25	55	25	4	H. Boissonnault, Morinville.
			55	26	4	
O'Dellville.....	1843	July 10	38	14	4	H. Bowman, Ingleton.
			39	15	4	
Velva.....	1844	July 10	42	10	4	W. Murphy, Hardisty.
Bachelor.....	1845	July 10	44	14	4	J. J. Williams, Killam.
Spruce Creek.....	1846	July 10	39	15	4	H. L. Carew, Higgins.
			39	16	4	
Reid Hill.....	1847	July 10	16	22	4	R. Pfeffer, Reid Hill.
			17	23	4	
Westminster.....	1848	July 10	25	2	5	T. VanDelinder, Calgary.
			26	3	5	
Ottawa.....	1849	July 10	52	7	4	Edwan M. Brown, Vermilion.
Cloverdale.....	1850	July 10	56	21	4	Alex. Asher, Sturgeonville.
			57	22	4	
Rexborough.....	1851	July 10	53	4	5	Ed. York, Wabamun.
			53	5	5	
Bethel.....	1852	July 10	31	22	4	A. R. Mair, Three Hills.
			32	23	4	
Standard.....	1853	July 10	48	17	4	Jas. Mohler, Jr., Round Hill.
			49	18	4	
Big Four.....	1854	July 10	43	20	4	J. R. McLeod, Edberg.
			44	21	4	

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1908—*Continued.*

NAME	NO.	Date of erection	Gen. location			SECRETARY
			Tp.	Rg.	M	
Clear Creek.	1855	July 10	37	5	5	} W. H. Comstock, Stauffer.
			38	6	5	
Mountain Peak.	1856	July 10	13	26	4	} C. O. Anderson, Stavely.
			14	27	4	
Pine View	1857	July 10	34	4	5	} Howard Squire, Garrington.
			35	5	5	
Maggs.	1858	July 10	52	5	4	} A. B. Davies, Coyote Valley.
			53	6	4	
Fisherton	1859	July 10	47	1	5	} W. W. Treleven, Fisher Home
			47	2	5	
Hazelwood	1860	July 10	43	10	4	} Edw. Burn, Hardisty.
			44	10	4	
Diamond City	1861	July 24	9	21	4	} E. E. Reynolds, Diamond City
			10	22	4	
Cotswold.	1862	July 24	58	1	5	} H. C. Cable, Pickardville.
			59	1	5	
Pleasant Grove	1863	July 24	18	25	4	} H. Jacobson, Brant.
			19	25	4	
Norway.	1864	July 24	40	11	4	} P. G. Moe, Newchatel.
			40	12	4	
Union Jack.	1865	July 24	18	23	4	} H. C. Doane, Brant.
			19	24	4	
Ryley.	1866	July 24	49	17	4	} C. M. Watson, Ryley.
			50	17	4	
Winters.	1867	July 24	22	27	4	} Thos. P. Cullen, Langdon.
			23	28	4	
Cayley	1868	Aug. 5	17	28	4	} Wm. Caspell, Cayley.
			17	29	4	
Sydenham.	1869	Aug. 7	45	6	4	} Wm. Hair, Wainwright.
			45	7	4	
Tomahawk.	1870	Aug. 7	51	5	5	} J. C. Brown, Tomahawk.
			51	6	5	
Claresholm View.	1871	Aug. 7	13	26	4	} C. C. Larsen, Claresholm.
			13	27	4	
Pleasington.	1872	Aug. 7	41	13	4	} H. A. Park, Pleasington.
			42	14	4	
Collingwood.	1873	Aug. 7	34	25	4	} Marshall Holdsworth, Curlew.
Westdene.	1874	Aug. 7	50	1	4	
Queenie Creek.	1875	Aug. 28	52	6	4	} K. A. Maughan, Maughan.
			53	7	4	
Hill Park.	1876	Sept. 10	45	11	4	} G. F. Albrecht, Sedgewick.
			45	12	4	
Ranching.	1877	Sept. 10	37	16	4	} O. Porter, Leo.
			37	17	4	
Williston	1878	Sept. 10	37	14	4	} John Parr, Williston.
			12	21	4	
Barrhill.	1879	Sept. 10	12	22	4	} A. E. Benningfield, Barrhill.
			12	22	4	
Round Head Creek	1880	Sept. 10	42	15	4	} C. Houpt, Strome.
			43	16	4	
Blind Creek.	1881	Sept. 10	21	25	4	} C. H. Fair, Glenview.
			22	25	4	
Keyes.	1882	Sept. 10	65	21	4	} Thos. Watson, Athabasca Ldg.
			10	10	4	
Bow Island.	1883	Sept. 10	11	11	4	} J. H. Martin, Bow Island.
			11	11	4	
Kingston.	1884	Sept. 10	44	17	4	} G. E. Orr, Bawlf.
			44	18	4	
Jubilee	1885	Oct. 13	49	14	4	} Albert Nicholson, Hurry.
			49	15	4	
Lake Alice.	1886	Oct. 13	48	11	4	} B. L. Willis, Magin.
			49	11	4	
Markerville.	1887	Oct. 13	36	1	5	} J. O. Johnson, Markerville.
			37	2	5	

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1908--*Continued.*

NAME	NO.	Date of erection	Gen. location			SECRETARY
			Tp.	Rg.	M	
New England	1888	Oct. 13	{ 56	26	4	} T. J. Dwyer, Egg Lake.
Rossyth	1889	Oct. 27	{ 57	27	4	
Kent	1890	Oct. 27	{ 42	9	4	} W. H. Feeley, Hardisty.
Valley	1891	Oct. 27	{ 23	27	4	
Rosenheim	1892	Oct. 27	{ 24	28	4	} D. C. Smith, Langdon.
Flat Lake	1893	Nov. 12	{ 44	11	4	
Scotstoun	1894	Nov. 12	{ 45	11	4	} Chas. Thorsen, Sedgewick.
Elgin	1895	Nov. 12	{ 37	2	4	
Provost	1896	Nov. 12	{ 38	2	4	} M. C. Schneider, Provost.
Neapolis	1897	Nov. 12	{ 58	8	4	
Lowe	1898	Nov. 12	{ 59	9	4	} Daniel Fay, St. Paul de Metis.
Rosewood	1899	Nov. 12	{ 48	8	4	
Iola	1900	Nov. 12	{ 49	9	4	} Geo. Reid, Mannville.
Pickardville	1901	Nov. 23	{ 53	2	4	
Ferrodale	1902	Nov. 23	{ 54	3	4	} T. C. Donaldson, Tring.
Violet Hill	1903	Nov. 23	{ 39	2	4	
Bellshill	1904	Nov. 23	{ 39	3	4	} Walter Huff, Provost.
Hazel Bluff	1905	Dec. 11	{ 30	28	4	
Meighen	1906	Dec. 11	{ 31	28	4	} P. H. Lantz, Neapolis.
Heatherbell	1907	Dec. 11	{ 42	8	4	
Fordville	1908	Dec. 11	{ 41	13	4	} Frank Best, Hardisty.
Normana	1909	Dec. 11	{ 42	13	4	
Ford	1910	Dec. 11	{ 43	3	5	} T. J. Rutherford, Killam.
Thorncliff	1911	Dec. 24	{ 44	4	5	
Bowell	1912	Dec. 24	{ 58	26	4	} C. H. Pleasants, Ednaville.
Rusylvia	1913	Dec. 24	{ 59	27	4	
Beaver Flat	1914	Dec. 24	{ 16	24	4	} Geo. Castonguay, Pickardville.
Stellaville	1915	Dec. 24	{ 17	25	4	
Hillcrest Mines	1916	Dec. 24	{ 59	25	4	} Walter Spinks, Nanton.
			{ 41	11	4	
			{ 42	11	4	} Luther Hill, Clyde.
			{ 42	11	4	
			{ 59	1	4	} H. W. Trice, Bellshill.
			{ 59	27	4	
			{ 47	12	4	} C. E. Hall, Pembina.
			{ 48	13	4	
			{ 47	6	4	} M. W. Clements, Harland.
			{ 48	7	4	
			{ 21	2	5	} Jas. Woodruff, Auburndale.
			{ 22	3	5	
			{ 44	17	4	} Richard Knights, Calgary.
			{ 45	18	4	
			{ 55	1	5	} J. E. Lotzer, Bawlf.
			{ 56	2	5	
			{ 49	6	4	} G. H. Smyth, Glenford.
			{ 13	7	4	
			{ 14	8	4	} G. E. Dodds, Vermilion.
			{ 53	6	4	
			{ 54	6	4	} W. J. Arthur, Bowell.
			{ 39	5	5	
			{ 40	6	5	} F. R. Dodds, Vermilion.
			{ 49	7	4	
			{ 49	8	4	} T. J. Trodden, Leslieville.
			{ 49	8	4	
			{ 7	3	5	} W. Coe, Mannville.
			{ 7	3	5	
			{ 7	3	5	} T. A. McLean, Hillcrest.
			{ 7	3	5	

PART II.

SPECIAL REPORTS

I

ALBERTA NORMAL SCHOOL.

REPORT OF GEORGE J. BRYAN,
PRINCIPAL PROVINCIAL NORMAL SCHOOL.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,
Minister of Education,
Edmonton, Alta.

SIR,—I beg to submit for your consideration the following report of the Provincial Normal School for the year ending December 31st, 1908.

The first session opened on January 3rd and closed on April 30th. There were 42 students in attendance—16 males and 36 females. The second session opened on August 23rd and closed on December 22nd. There were 98 students in attendance—28 males and 70 females. The total attendance for 1908 was 140—44 males and 96 females. It will be seen from these figures that more than 30 per cent. of the graduates of the Provincial Normal School during 1908 were males.

During May and June the vice-principal of the Normal School, assisted by Mr. J. C. Miller and the inspectors of the various districts, held institutes at the following points: Calgary, High River, Macleod, Raymond, Medicine Hat, Didsbury, Innisfail, Ponoka, Camrose, Strathcona, Morinville, Fort Saskatchewan, Vermilion. The institutes were well attended and the programme interesting and instructive. Many of the teachers who attend these institutes are graduates of our own Normal School. The great majority, however, obtained their professional training in other provinces. It is undoubtedly true that the result of the holding of institutes throughout the province is the securing of that degree of uniformity in method and subject-matter that is essential in a modern and progressive system of education. Owing to the necessity of organizing the Practice School I was unable to be present at all the institutes. I attended as many as possible and took part in the programme and the discussion.

The organization of the Practice School in connection with the Provincial Normal School was accomplished in the summer of 1908. In 1906 the Department of Education entered into a satisfactory agreement with the board of trustees of the Calgary Public School with respect to the establishment of a Practice School. This school is to all intents and purposes one of the ward schools of the city. It is however under the control of the Department of Education as far as the engagement of teachers, the discipline and general management are concerned. The teachers are paid a bonus by the Provincial Government for acting as critic teachers. This school affords an opportunity for observation by the students of the Normal School of the work of skilled teachers and for practice in teaching. The teachers of the Practice School were selected from among the successful teachers of the Province of Alberta and have done excellent

work. The members of the staff are, Mr. W. E. Hay (principal), Miss M. B. Munro, Miss M. Burns, Miss M. E. Howson, Miss A. Stewart, and Miss E. M. Martin.

On November 8th the Normal School building was formally opened. Addresses were given by the Hon. A. C. Rutherford, Minister of Education, and the Hon. W. H. Cushing, Minister of Public Works. The citizens of Calgary and the visitors were given an opportunity of inspecting the building and were unanimous in their expression of admiration of the beautiful and commodious structure.

In conclusion I desire to express my deep appreciation of the earnest and efficient work of my assistants in the Normal School and Practice School Departments.

I have the honour to be, Sir,

Your obedient servant,

GEORGE J. BRYAN,

Principal Provincial Normal School.

II.

REPORTS OF INSPECTORS.

REPORT OF G. E. ELLIS,

EDMONTON INSPECTORATE.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,

Minister of Education,

Edmonton, Alta.

SIR,—I beg to submit for your consideration the following report of the Edmonton inspectorate for the year 1908.

At the beginning of the year there were about 150 school districts in this inspectorate, and at the close of the year the number had increased to 188. I visited all districts once, except Lesser Slave Lake, and a few twice. Owing to the extent of territory which I have to cover—something over 125 townships—I find it impossible to make two visits to all schools, and owing to the frequent change of teachers every rural school should have the second visit and sometimes the third. I found a few schools closed during my visit and as I was unable to make the second visit I have been unable to report on the progress of these schools this year.

The increase in building has also kept pace with that of organization. Some 25 frame buildings, 4 brick and one log, have gone up during the year. One or two others have enlarged their school to meet the growing needs of the community. There are still, however, a few schools which should have been replaced by new ones two years ago. The new Norwood School erected by the Edmonton School Board and the Syndicate Ave. school erected by the Separate School Board are very creditable additions to the already commodious school buildings of the city. The city board is about to erect a 15 or 16 roomed high school and the architect has been asked to prepare plans for the same. There are now over 55 teachers on the city staff, 8 of whom are engaged in high school work.

An event of considerable educational interest is the Teachers' Annual Convention which was held this year in Strathcona, and at which some very valuable papers were read and discussed. But owing to the great distances many teachers have to come, I still

believe, as I stated in a former report, that in order to reach the class of teachers which needs it most the convention must be brought nearer their door. The institutes conducted by the staff of the Normal School do a great deal towards ameliorating the difficulty, but even these do not reach nearly all. If the inspector were to call together 10 or 12 teachers in some of the outlying districts for a day, I believe it would materially assist in uniformity of work, especially as so many of these are "permit" teachers.

With respect to the character of the work done, I may say that in schools where trained teachers are in charge the work is usually quite satisfactory; while in schools that are in charge of "permit" teachers it is usually unsatisfactory. Many trustees in their request for teachers state explicitly that they want no "permit" teacher.

Except in the short term school, the programme is being fairly well followed. There is still, however, a lack of systematic work in nature study, drawing and writing. There may be some excuse, perhaps, with some teachers for slighting nature study, but I can see no plausible reason for discarding drawing and writing, two subjects which probably more than any others, illustrate the maxim "Learn to do by doing." In an age like the present when the child is so often judged by what he can do one would expect to see the teacher err in the other extreme.

There is still much room for improvement in accuracy and neatness of work especially in arithmetic. The school libraries do not get quite the care they should. In many instances, particularly with the smaller libraries, no case is provided and the books become dusty and dirty. In other cases I find libraries short two or three volumes, which have been lost in some way, or not returned and the new teacher knows nothing about them. A few districts, however, seem very proud of their library and look after it carefully.

The proper and regular cleaning of a great many schools is entirely neglected. Even after the elections when the trustees received the cash to clean them they paid no attention to the matter. It may seem hard, but yet I believe it is just, that even a well-equipped school which is filthy should not get the inspection grant.

Should the number of districts increase as rapidly next year as during the past, and the supply of teachers decrease, or even remain the same there should be a strong demand for teachers during the coming year. I have had more "permit" teachers during the past year, I think, than for the two previous years. This is probably the chief reason that there has not been a more marked degree of progress. It is not intended that these teachers are to be considered indolent or even deficient in non-professional qualifications, but having little or no training, their work is necessarily defective.

I have the honour to be, Sir,

Your obedient servant,

G. E. ELLIS,

Inspector of Schools.

REPORT OF JOHN ROSS,
STRATHCONA INSPECTORATE.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report for the Strathcona inspectorate for the year 1908.

The past year has been one of marked progress in educational work in this inspectorial division. A large number of new districts have been organized and modern buildings erected, and a number of the log structures in older districts have been replaced by creditable school houses. There has been a noticeable improvement in equipment in many of the schools and the trustees are becoming more interested in providing satisfactory accommodation for the children and improving the school grounds in both rural and village schools.

The greater part of the Strathcona inspectorial division is well settled and organized into school districts, therefore little growth may be expected in the number of new districts except in that part of it which lies to the west of the fifth meridian. This portion of the district is at present sparsely settled but is being organized as rapidly as conditions will permit. During the year four new school districts have been organized there and the trustees are making provision for opening them in the near future. In the division west of the fifth meridian five new districts have been formed during the year and a number of those formed during the year 1907 have been in operation during the present year.

The work in the town and village schools is in general good in all subjects and the curriculum is being followed carefully, but in some of these schools the students in the higher grades are not kept acquainted with current events and a healthy spirit of inquiry in this respect is lacking. Those rural schools that are kept open during the whole year and that retain the services of the same teacher from term to term are giving the pupils a thorough training in the principal subjects on the programme of studies and are securing good results. The trustees in these school districts are usually alert and have provided more than the minimum equipment in order that good progress may be made and the work conducted intelligently. The short term schools that are in charge of unsettled and permit teachers are usually in a very unsatisfactory condition and in some cases the school would be better closed for a period as the children form careless habits of study and of recording their work. The teachers employed from time to time in these schools have no uniformity in the methods used and thus confuse the pupils. These schools would be of greater benefit to the pupils if they were kept open during half the period, and were conducted by capable qualified teachers, who demand thoroughness and neatness in all the work covered. There are some schools in charge of teachers who are homesteaders and although some of these men do faithful and efficient work, the majority become negligent and the pupils under their care do not receive the full benefit of such training as these teachers are capable of giving had their interests been centred only on their school work.

The conditions are gradually improving and in the three years I have been in this inspectorial division I have observed a marked advance. In the Strathcona inspectorate about thirty per cent. of the rural schools are in charge of teachers that are teaching either on provisional certificates or have other interests that are occupying part of their attention and the schools under their charge have not made any substantial progress.

There is a tendency among a few of the teachers in the rural schools to promote the pupils before they have a thorough grasp of the work in the grade from which they have been promoted. This tendency has been detrimental to the work in a number of the schools, as it makes the pupils satisfied with a very superficial knowledge of the subjects studied and hampers the work of their successors who teach the work with skill and thoroughness.

The town schools of Strathcona, Wetaskiwin and Camrose are in excellent condition and the teaching and grading are good. The boards of trustees in these towns are interested and progressive in school matters. They have provided satisfactory equipment for the public school departments and have improved and beautified the grounds in each of these districts.

The Strathcona board have erected an excellent building for the high school grades and have equipped it with modern conveniences for the teaching of science.

Teachers' institutes have been held by members of the Normal School staff at Camrose and Strathcona during the year and were well attended by teachers at the latter point. There was also a convention of teachers from the Vegreville, Edmonton and Strathcona inspectorates held in the city of Strathcona in October. This convention was very successful both in regard to the numbers in attendance and the enthusiasm of those present. There was a noticeable absence of a number of the weaker teachers who are especially in need of instruction in regard to the selection of material and methods of presenting work, and by their failure to take advantage of these meetings their pupils lost the benefit of the suggestions made by expert teachers in regard to the conduct of the schools. I am of the opinion that inspectors should be advised to urge these teachers to attend the institutes and conventions in order that they may improve their methods and have more definite aims in the teaching of the subject matter and the general organization of their work.

There are a few rural schools where the trustees have ploughed and harrowed a part of the school grounds and the teacher and pupils have planted vegetable and flower gardens. The work has been done unskillfully and lacks organization, but the benefit from it is noticeable in the increased interest shown by the children in observing plant and animal life. Gardening if properly conducted should be made the basis of the nature study in country schools and trustees and teachers should be encouraged in their efforts to improve and beautify the school grounds in this practical method. The majority of the teachers in this inspectorate have neither the knowledge nor the inclination to carry out this work systematically and those that do should receive recognition for their services in this respect.

In conclusion I beg to say that those normal trained teachers that have mastered the programme of studies are earnest, energetic and thorough in their work and are giving faithful service in training the growing citizens in this province. The majority of them are young, vigorous and possess that professional zeal which inspires their pupils and makes the schoolroom an attractive centre of industry.

I have the honour to be, Sir,

Your obedient servant,

JOHN ROSS,

Inspector of Schools.

REPORT OF JAMES E. LOUCKS,

VERMILION INSPECTORATE.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,

Minister of Education,

Edmonton, Alta.

SIR,—I have the honour to submit the following report of the Vermilion inspectorate for the year 1908.

This inspectorate extends from east to west from ranges 1 to 17 west of the fourth meridian, inclusive, and from township 44 as its southern boundary as far north as school districts have been formed, which is in township 60, at present.

At the beginning of the year there were one hundred and sixteen departments in this division, while on December 31st there were one hundred and forty-six rural school districts and five graded town schools, including thirteen departments. One hundred and two of these were in operation during the year. All of the schools that had teachers employed at any time prior to the end of August were visited once, the great majority of them twice and a few even three times. Four or five new schools which were opened late in the Fall term were not visited.

In spite of the extreme difficulty in selling debentures during the year, there have been a great many good serviceable rural schools erected and three town schools in Lavoy, Daysland and Vermilion. The school house at the former town is built of cement blocks and is a very attractive and suitable school building. The one at Daysland is a commodious and well-planned frame building, while the Vermilion school is built of brick throughout and is an excellent sample of a first class modern school.

The work in the Galician districts continues to grow in magnitude and quality. There were 17 of these schools in operation during the summer months of this year and one of them is being kept open during the winter of 1908-09. The majority of the teachers in these schools are doing excellent work and such are receiving strong, loyal support from the people. Two teachers who had received permits to teach among these people were doing poor work and the ratepayers were not slow to recognize the fact and were quite dissatisfied. I would beg leave to urge upon the department the wisdom of adhering to a principle already laid down, viz., to not grant permits to persons to teach in these districts except under very exceptional circumstances.

A very gratifying feature in connection with the work in this district this year is the increased co-operation between trustees, teachers and inspector. Trustees and teachers continually write to or call at the home of the latter asking for aid and information and discussing educational matters of interest to all.

Another fact of great importance to the people of this inspectorate is that regular high school work has been formally commenced in Vegreville and Lavoy and steps taken to start such classes next year in Daysland and Vermilion. Pupils living in, or near, these towns will thus be able to receive a higher education than was before possible, as the expense of sending the students to Edmonton, Strathcona or Wetaskiwin was too great except for the favoured few.

I am sorry to report little or no progress in the care of the school grounds throughout this inspectorate. The majority of the school houses are built on open prairie slopes or small knolls, and as they are really not very bad in their natural state, it is extremely difficult to persuade the trustees to spend any time or money in fencing, cleaning, or otherwise improving them. There are of course a few instances where the grounds are fenced, trees planted and play grounds, lawns and flower beds laid out. In the rural schools this pleasant result is invariably due to the influence of the teacher. The grounds of the Vegreville school are the best in my inspectorate and are as fine as I have seen in any part of the province.

I am pleased to report that the introduction of the new Alexandra readers has been attended with a decided improvement in the teaching

of reading in all the standards. This is especially noticeable in the primer classes. The fact that the first few lessons are in writing has prevented any of our teachers from attempting to print them and the added fact that they are suitable for being taught by a union of the "Look and say" and "Phonic" methods, enables the teachers to present them in a better way to the pupils and consequently better results are obtained. The subject matter throughout the set is well graded and is much more interesting to the pupils.

The change of our text books in history is no doubt a good one, but the fact that it has been so difficult to secure copies of the new books has made the work very unsatisfactory during the last term. When the new texts are in general use, the subject will be more easily studied, if not better taught, than it has been in the past.

The teaching of writing has been rather poorly done throughout the year. Many of our teachers were aware of the fact that a change was likely to be made in the text books in which a partial slant was to be substituted for the old vertical system. The result was that some were teaching one system, some another and some were not teaching writing at all.

More Normal trained teachers have been at work in this district this year than last and as a consequence arithmetic and geography have been much better taught, and when the course has been properly followed the results have been excellent.

Composition is not as well taught as the importance of the subject merits. Many teachers merely ask their pupils to write résumés of their history or reading lessons, and call this exercise, teaching composition. A well graded text-book of easy composition exercises would be of great use in the majority of our public schools.

A few of the teachers from this district met in a joint convention of the teachers of the inspectorates of Vermilion, Edmonton and Strathcona in the city of Strathcona on October 29th and 30th. The papers read and the general work of the convention were excellent in all respects but as the attendance was so small from the Vermilion district, it was decided that this part of the convention should disassociate itself from the larger body and form an association to be held in the fall of 1909 in one of the larger towns situated more centrally in the district.

Many of the short term schools have become yearly schools and the trustees generally show a tendency to pay higher salaries in order to secure better teachers, so that the outlook for the coming year points to more efficient work being done in at least two important particulars.

I have the honour to be, Sir,

Your obedient servant,

JAMES F. LOUCKS,

Inspector of Schools.

REPORT OF P. H. THIBAudeau,

LACOMBE INSPECTORATE.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,

Minister of Education,

Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report on the condition of education in the Lacombe inspectorate for the year 1908.

This inspectorate comprises all of townships forty to forty-four, inclusive, within Alberta, and contained at the beginning of the year one hundred and thirty-four rural districts, and two town districts, the latter comprising ten departments. During the year twenty-three new rural districts were added, and one department. The whole inspectorate was covered once and about a quarter of it a second time.

A teachers' institute was held in Ponoka on May twenty-eighth and twenty-ninth, conducted by W. H. Thompson and J. C. Miller of the Normal School staff, assisted by Inspector Boyce. The papers given covered number work, geography, nature study, manual training, literature and primary reading. The attendance was good, and the teachers appreciated the clear, practical advice given both in the papers and in the discussions following each. The fifth annual convention of the inspectorate was held in Lacombe, on October the twentieth and twenty-first. Owing to the very disagreeable weather immediately preceding it the attendance was small, about thirty-five being present. The teachers entered freely and fully into the discussions making the meeting one of the most instructive and pleasant yet held. A new feature of the convention was the rural school basket ball tournament, in which girls and boys played together under girls' rules, which eliminate all roughness. Mountain Grove school won first with Spruceville a worthy and close second. The behaviour was that of thorough little ladies and gentlemen. Throughout the matches there was not a rough or rude act or word. If the chief purpose of education is the development of such characters in our girls and boys as will make of them good citizens, then the teachers of these schools are most creditably doing their duty.

A few items of progress during the year are worthy of note. The Lacombe board opened their splendid new building in August. It is constructed of brick with stone foundation, contains ten class rooms, an assembly hall, two large comfortable play rooms in the basement, and is heated by steam and hot air. The plan is that of the Alexandra school in Winnipeg, after which are modelled several city schools in both Alberta and Saskatchewan. This plan gives the best arrangement I have yet seen for supervision of cloak rooms by each teacher, and of all the rooms in calling and dismissing the whole school by the principal. The school is fitted with single adjustable desks throughout, while the supply of blackboards is worthy of particular note, the area running from three hundred to three hundred and sixty-five square feet per room. The Ponoka board made several creditable improvements, painting their school, providing fire escapes, and installing a furnace. They propose this summer levelling the grounds. The new districts have continued the commendable work mentioned in my last year's report. Over half of the school houses erected in 1908 are properly lighted (left and rear), equipped with single desks and a goodly supply of blackboard. Three of them, Mary's Villa, Glen Park, and Meadow Brook secured four acres for grounds, their plans being to fence off two acres for a pony pasture and two for a play ground. The village districts of Sedgewick and Hardisty have each secured over two acres. If the ratepayers in some of the older districts, with their log or wretchedly small and poorly constructed frame buildings and low taxes would only visit some of these new school houses and grounds, they would return with perhaps a different and better idea of their duty towards the children in their own districts.

The "permit" nuisance or evil is with us yet, not in the least abated. In outlying districts it is a necessity; but in many cases the

system is abused. School boards do not start in time to secure a teacher for the next term or year. Through carelessness and neglect in most cases, in many designedly, the matter is left till the beginning of the term, when the qualified teachers have all secured positions, then the board ask for a permit for some person whose claims frequently are charity, cheapness, or a pull with the board; seldom is it one of merit. Were higher salaries offered we would get more teachers from the East. The spread of telephones through the country communities will greatly facilitate the engagement of teachers in rural districts. It has already meant several weeks longer term to a few of the schools in this inspectorate.

Indiscriminate promotions appeared to me, during the past year, to be the greatest weakness with most rural teachers. In schools where teachers remain more permanently, the inspector's visits serve as a deterrent. But in the short term school especially where a "permit" teacher is employed, it is seldom that the teacher leaves a school without promoting nearly every pupil in attendance. There are many cases, too, in which oral reading is made the sole basis for such promotions.

In conjunction with Inspector Boyce a full set of examination questions for all the public school standards was prepared. The purpose was not that these should form an absolute test of promotion, but it was thought that they would lead indirectly to more uniformity in the work, better classification, higher general standing in all the schools; and by throwing light on our programme of studies, the nature of our work, and our aims and methods, would be a valuable aid to new teachers coming into our province.

The new readers have proved far more interesting and attractive than the old. The large print, bright illustrations, and lessons better adapted to the minds of children, have contributed chiefly to the excellent satisfaction which the books are giving.

The change from the vertical to the medial slant system of writing has put that subject in rather a chaotic condition. The former should never have been adopted. It is slow and very tiring as it leads to the finger movement. For the above reasons and its lack of individuality business men never liked it and business colleges never taught it.

For a new country, it must be and is admitted on all sides, we are making wonderful strides in educational matters, and the outlook is even better for the future.

I have the honour to be, Sir,

Your obedient servant,

P. H. THIBAudeau,

Inspector of Schools.

REPORT OF J. F. BOYCE,

RED DEER INSPECTORATE.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,
Minister of Education,
 Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Red Deer inspectorate for the year ending December 31st, 1908.

Fair progress has been made along educational lines in this inspectorial division. At the beginning of the year there were one

hundred and twenty-six ungraded and four graded schools with seventeen departments and at the close of the year there were one hundred and forty-six ungraded and five graded schools with twenty departments an increase in the twelve months of twenty ungraded schools and three graded departments.

A number of fine new buildings have been built in this district during the year. One of them, worthy of special mention, a magnificent eight room school in Innisfail, was completed in the early summer and opened with appropriate ceremonies. Throughout the inspectorate there is a praiseworthy inclination on the part of trustees in newly organized districts to put up good schools, and almost without exception a modern type of building is being erected. The readiness with which trustees as a rule accept suggestions on modern lighting, ventilation and equipment and their eagerness to build a first class school are among the pleasant features of inspection.

While some districts have improved their school grounds by breaking, levelling and seeding, fencing, sinking a well, erecting a stable, planting trees, making flower-plots or school gardening, the usual amount of improvement in the aggregate falls short of other years. Probably the explanation lies in the fact that the financial stringency of a year ago is still felt. At any rate some districts have experienced considerable difficulty in collecting taxes or in raising money for school purposes by other methods, and as a consequence in the effort to curtail expenses the yard is the first to be slighted.

With reference to the character of the teaching, the nature of the work done, and the general proficiency of the pupils, the general standing in the town, the village and some of the rural schools is, on the whole, satisfactory. In the town districts, especially where new schools have been built, there is a marked improvement in the neatness, cleanliness, manners and general tone element of the pupils since the classes moved from dingy, old, rented buildings into the brighter rooms of the new schools. Incidentally it may be mentioned that much praise is due many teachers in various parts of the inspectorate for their efforts and good taste in school room decoration.

But, while it is a pleasure to make favourable comment upon the general proficiency of some schools and to report good progress in the material things of nearly all schools, such as the erection of good buildings, the provision of equipment, the growth of libraries and the ornamentation of grounds, it is a matter of regret that there are so many conditions unfavourable to the progress of the pupils in a large number of schools. The chief evil in rural districts is the short term school, or worse, as is too often the case, two or three short terms of one or two months each. A consequent evil, the frequent change of teachers, can not help exerting a retarding influence to progress. The difficulty experienced in securing qualified teachers, the granting of provisional certificates to unexperienced persons, and the lack of inspection because of schools being closed when the inspector visits the district, render uniformity and continuity of the work practically impossible. Taking a general survey of the whole situation it would seem that, with the making of roads, the growth of the settlements and the improvement of the financial condition of the settler the prospects of the rural school will become brighter year after year.

In the summer an institute was held at Innisfail and in the fall a convention at Red Deer. Both meetings were well attended, and interesting and profitable programmes were provided.

I have the honour to be, Sir,

Your obedient servant,

J. F. BOYCE,

Inspector of Schools

REPORT OF C. H. RUSSELL,
CALGARY INSPECTORATE.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit the following report for the year ending December 31st, 1908.

This inspectorate includes that portion of the province between the city of Calgary and Olds on the C. and E. railway line, and the country east and west as far as there is settlement.

The Calgary schools were visited once during the year, and practically all the other graded schools twice. Of the ungraded schools in operation forty-three were visited once and thirty-one twice.

The past year has been characterized by a gratifying development along educational lines especially in the city of Calgary. There are now fifty-three public school departments in the city, twelve of which were added since the beginning of 1908. In the Separate School there are eight departments, one devoted to high school work, and additional school accommodation has become a necessity. A splendid new high school building with modern equipment was completed during the year and a new interest has been given to high school work. The enrolment is now about 135, practically double what it was two years ago. A commercial department was established last term and placed in charge of a competent and experienced master. The course has proved a popular one and has attracted a very considerable number of students. The high school staff now consists of five teachers, each a specialist in his or her department.

In the public schools special instructors have charge of manual training and music, and the board proposes at an early date to appoint an instructor for drill and physical culture.

By far the most unsatisfactory condition noted during the year was the showing made by those schools in charge of "permit" teachers. I found twenty of such schools and in not more than four was efficient work being done. These four were in charge of teachers who had had Model training and some experience in the Eastern Provinces. Many "permit" teachers are very deficient in scholarship; they do not interpret the programme properly, and their teaching is haphazard and unsystematic. Important subjects are often entirely neglected. However these teachers accomplish something for their pupils and their services are to be preferred to a closed school. The scarcity of teachers in the province still continues and for this reason, I think, that the policy of granting a limited number of "permits" will have to be continued but careful consideration should be given to each individual case.

I found a few instances where progress in providing school facilities in the newer settlements was being retarded by persons without children, anxious to escape taxes. I believe that steps should be taken to make it even easier than at present for those in the outlying districts to secure educational advantages.

On the whole a good class of school buildings is being erected both in town and rural districts. Mention has already been made of the new Calgary High School; four excellent modern buildings accommodate the public school pupils of the city, and three new buildings in the suburbs of Hillhurst, Riverside, and Bankview are projected. The towns of Didsbury and Carstairs are justly proud

of their educational edifices. Rural school houses continue to improve and more attention is being given to proper heating, lighting, and ventilation.

Schools ground are as a rule too small but there are signs of a more enlightened public sentiment in this direction in both town and rural districts, and more consideration is being given to the care of grounds, fencing, tree-planting, etc.

In a large number of rural districts wells have not been sunk, and water has to be carried too far to insure a constant supply of fresh, wholesome drinking water for the pupils. In other cases where wells have been dug they do not receive sufficient attention and the quality of water is often not good.

The equipment of town schools is almost always fairly complete and the same may be said of the majority of the older country schools. Among some of the newer rural districts a set of measures, a library, and necessary maps are often lacking. In the country schools as a whole more money should be expended on supplementary readers, busy work for the junior standards, and on the school library.

The reading of the pupils in our schools is fairly good and the introduction of the new readers has improved the interest and showing in this subject for the time being at least; but there is still great room for improvement in the elements of enunciation, articulation, emphasis, and expression, especially in the rural districts. Supplementary reading is receiving a good deal of attention in the city schools with excellent results and there can be no doubt that an increased use of these and of the school libraries will prove of equal value in the rural schools.

The writing is not satisfactory. The reason is that the teaching is not definite and systematic,—in many schools the subject is allowed to teach itself. It is easy under these circumstances for the pupil to develop careless, improper habits of writing. Arithmetic is receiving a great deal of attention in our schools and seems to occupy by far the most important place on many time-tables. The showing on the whole is fairly satisfactory. In Standard III many teachers are not covering properly the work required, and in all the standards mental arithmetic is not receiving sufficient attention. Decimals which are of such practical value might very well be given some of the time spent on complex vulgar fractions, and practical problems should be a more important part of the work. In the city of Calgary during the past year special emphasis has been given to rapidity and accuracy in the simple operation and the improvement has been very marked indeed.

The teaching of geography according to modern ideas demands considerable resourcefulness and preparation on the part of the teacher and consequently there are great differences as to the standing of the subject in different schools. Energetic and interested teachers are getting good results but those teachers who adhere closely to the text-book do not make a satisfactory showing. In too many cases the subject is largely a matter of memory and the pupils' powers of observation, judgment, and reason are not made use of.

As to history it must be said that the teaching of the subject as a rule is not satisfactory. The chief difficulties arise from a lack of interest in and knowledge of the subject on the part of our teachers. In many schools not enough time is given to it and in others for months of the year it receives practically no attention. A large number of teachers adhere too closely to the text-books, the subject is treated in too great detail, and not considered in its broad aspects. The worse results were found in the case of Standard III, particularly

the British period of Canadian history which is largely political and constitutional. More attention should be given to the study of our present-day institutions of government, not only because such knowledge is of great value from the point of view of good citizenship but also because it is a necessary preparation to the successful teaching of political history.

In the English subjects those schools make the best showing where supplementary readers and libraries are most made use of, and where the habit of reading has been encouraged. Composition is getting a larger place on the time-tables but the instruction is too often desultory and unsystematic. There is insufficient preparation for the written work and the grading of the exercises is too little attended to. As to the other English subjects, I have found grammar and literature fairly well taught in those schools that have properly certificated teachers. I believe more time might profitably be given to derivation, suffixes, affixes, word-building, etc. Drawing, hygiene and physiology are much neglected but more interest is being taken in nature study and agriculture.

In conclusion I wish to say a word of praise for the average school trustee in this part of the province. His knowledge of the programme of studies and of modern ideas regarding school work may be limited in many cases but he has a real appreciation of the value of education, and although generally careful and conservative in his attitude, I have found him eager to receive suggestions and ready to make desirable or necessary improvements and expenditures.

I have the honour to be, Sir,
Your obedient servant,
C. H. RUSSELL,
Inspector of Schools.

REPORT OF J. W. BROWN,
MEDICINE HAT INSPECTORATE.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,
Minister of Education,
Edmonton, Alta.

SIR,—I beg to submit for your consideration the following report of the Medicine Hat inspectorate for the year 1908.

At the beginning of the year there were one hundred and fifty-eight schools or departments in this division and of these one hundred and forty-seven were in operation, a decided improvement over last year. During the year thirteen new departments were added, ten being new rural schools.

In almost every case where trustees made a serious attempt to secure a qualified teacher they were successful; some teachers of good standing failed to secure positions owing to the vigour with which the "permit" applicant presented his case. For obvious reasons the work of teachers with provisional certificates is usually unsatisfactory, though there are some notable exceptions.

It is too true that there are still some trustees who are of the opinion that a person with a fairly good education can teach a school, where there are no advanced pupils, quite as well as a trained teacher.

However as the number of summer schools in Southern Alberta is decreasing and the inquiries from qualified teachers regarding vacancies are on the increase, it would appear that there will soon be little cause for complaint in this connection.

Two conventions were held, one at Macleod and the other at Medicine Hat, both being fairly well attended. Excellent papers were read on important subjects and nearly all of the teachers present took part in the discussions which followed.

The punctuality and regularity of attendance have somewhat improved, but much remains to be done, especially in some of the rural schools. There is, I may say, no attempt made to enforce the compulsory clause of the School Ordinance. One of the most noticeable features during the year is the increased attention given to cleanliness, heating and ventilation of the schools. Many school grounds have been fenced, and other improvements made.

A new twelve-roomed school is in course of erection at Lethbridge at a cost of nearly \$100,000; what is believed to be the best system of heating and ventilation has been adopted and the equipment will be the most up-to-date possible to secure. The ratepayers of Raymond have decided to build a large school next year; the Macleod school board has secured plans and made other arrangements for a commodious addition to their school and Medicine Hat contemplates the erection of a high school.

On the whole the class of buildings erected is very satisfactory. There are only three log buildings in the south from Saskatchewan to British Columbia and two of these will soon be replaced by modern buildings. The equipment in most cases is satisfactory.

The subjects on the curriculum have been pretty thoroughly taught in nearly all of the graded schools and in many of the rural schools. More attention, however, has been given to neatness, systematic arrangement of the pupils' work and thoroughness of the teaching rather than to the extent of the course covered. Composition work, if slowly, is steadily improving and should not be a cause for complaint in the near future. There is, perhaps, still rather too much attention given to the written reproduction of stories and lessons from the readers and not quite enough to oral expression.

In many schools writing is taught and the results in such cases are always satisfactory to a degree. The teachers have welcomed the privilege of using the medial slant and increased interest is consequently taken in the subject. The muscular movement is, of course, insisted upon, but the primary pupils find this somewhat difficult and therefore generally use the finger movement.

It is deeply to be deplored that school libraries are in many cases neglected by both trustees and teachers, the former by not using the grant set apart for the purpose nor providing book cases in which to place the volumes as soon as purchased, the latter by not keeping proper records nor encouraging the pupils to read the books available.

In some schools the books have almost entirely disappeared. Needless to say the standing of the pupils in English reflects this condition of affairs, except in cases where the children are well supplied with suitable reading matter at home.

I have the honour to be, Sir,

Your obedient servant,

J. W. BROWN,

Inspector of Schools.

REPORT OF J. A. SMITH,
HIGH RIVER INSPECTORATE.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the report of the High River inspectorate division for the year 1908.

I had planned to visit each school and department in my inspectorate twice during the year but weather conditions interfered. Every school in operation was visited once and the majority of them the second time.

The rapid increase in school districts, together with a laudable advance in school interests, was a most noticeable feature during my year's inspection. For an average distance of thirty-five miles east of the C. and E. railway and extending from the northern to the southern boundary of my inspectorate, there is very little land that is not now comprised within the limits of some district.

The school buildings that are being erected in the recently organized districts are of an excellent type. In this connection the Maple Leaf and Highwood schools are worthy of mention. On the other hand it is lamentable to note the very evident lack of interest in the care of the school grounds. In the majority of districts, rural and town, no attempt is made to beautify the grounds. The equipment in the majority of schools is fairly adequate and of good quality. The trustees are beginning to recognise the value and importance of providing their teachers with the essential requirements. The minimum equipment is now generally secured before a new school is opened.

The general cleanliness of the interior of many of the rural schools is not very satisfactory. Sweeping and dusting seem to be carelessly and irregularly done. In town districts the duties of the caretaker are performed in a creditable manner. The taste of some teachers in school room decorations is worthy of praise. The interior of their schools were very cheerful and homelike.

The character of the teaching has been much improved since my last visit through this district. The teachers are becoming more familiar with our conditions, aims, and courses of study. There is also more uniformity in methods of teaching. On account of the marked increase in the number of new schools that are being opened, the trustees find it exceedingly difficult to secure qualified teachers. This is especially true of those districts that lie remote from the railways. The trustees were forced to either close the schools for a time or engage a teacher with little or no professional training. In a few cases, the closing of the school would have been the more satisfactory in the end.

Excellent results are being attained in the teaching of Standards I and II arithmetic. The work of Standards III, IV and V is not so satisfactory. Many teachers are not insisting upon the greatest possible degree of accuracy, and neatness in the arrangement of work. A pupil, who is by habit neat and careful in the arrangement of his material, is, as a rule, accurate in his results. Greater care should be exercised in the selection of problems. These, in many cases, do not stimulate the keenest thought, the closest application, the most strenuous mental effort. I would like to see more original thinking in the study of arithmetic in the higher standards. En-

couragement should be accorded the pupil who proposes an alternative form of solution, even though it be long and clumsy, for it is the best solution for the individual since it is his own thinking. The exultation of individual discovery and accomplishment is invaluable in the study of arithmetic. There has been a noticeable improvement in the teaching of reading, the primary reading being especially satisfactory. In the senior standards oral reading does not receive the attention it deserves. Sufficient direct instruction and vigilant supervision is not given in writing. Writing is too often given as "busy work" in the lower standards, and consequently pupils are allowed to practice defects. Changing the system from the vertical to the medial slant is having the desired effect.

Composition, one of the most important subjects on our school programme, is the most neglected. Many teachers do not see clearly the ends to be attained in the teaching of the subject. In not a few time-tables I have noticed that no time is given to the teaching of composition. The teacher's reason for such invariably was, that her lessons in literature, geography and history were frequently made lessons in composition. These subjects should, of course, be correlated but more time should be set apart for direct and systematic instruction in the subject itself. A text-book on this subject would be very helpful to the teacher. The general work in geography is good and the teaching is based upon sound principles. I was pleased to note that, in the lower grades, the majority of teachers were employing as far as possible the actual observations of the pupils themselves. The geography of the Western Provinces could be more strongly emphasized. Many of the teachers are themselves not sufficiently familiar with this part of the subject.

There seems to be a growing interest in nature study both in town and rural schools. The pupils exhibit much enthusiasm in the practical and experimental part of the work. The teaching of algebra in Standard V is, in many schools, nothing but a confused juggling with symbols. The weakness in the teaching of this subject I attribute to its entire separation from arithmetic. The teacher should see that the pupil constantly holds fast to the shore line of arithmetic while he ventures out upon the sea of algebra.

Drawing and music are not receiving due attention. This is especially true in the rural schools. Those interested in educational conditions of this province have reason to congratulate themselves on the progress made the past two years. The efficiency of our system can still be increased.

I have the honour to be, Sir,

Your obedient servant,

J. A. SMITH,

Inspector of Schools.

III.

REPORT OF SUPERVISOR OF SCHOOLS FOR FOREIGNERS.

REPORT OF ROBERT FLETCHER,
SUPERVISOR OF FOREIGN SCHOOLS.

HON. A. C. RUTHERFORD, B.A., B.C.I., LL.D.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report for the year 1908.

Very little time was at my disposal to organize school districts this year, and as a result only five new school districts were erected.

The Ruthenian people manifest considerable interest in the erection of new school buildings. The thirteen school houses erected this year were neat, roomy, well-lighted frame structures. There were ten teachers' shacks built this year. These shacks are frame structures costing from one hundred and twenty-five to two hundred dollars. They are usually furnished by the district with a cook-stove and bed.

The same difficulty in securing teachers was not experienced this year as heretofore. Only one school in the colony remained closed on account of the inability of the schoolboard to secure a teacher. Wherever the teacher took an interest in the welfare of the people, they soon won their confidence and a friendly feeling sprang up between them. This feeling is manifested by the kindness of heart and gratitude of the people toward the teacher and is fast breaking down any prejudices that may have existed before they became acquainted.

I notice too a marked advancement in their selection of trustees and officers. At first the people of the district usually selected the man who was subservient to the will of the masses to represent them on the school board. But as the people are no longer unanimous in their opinion regarding the affairs of the district, they select the men who can attain results despite the growing diversity of opinion among the people, and these are usually the strongest men in the district. If the secretary-treasurer shows that he is incompetent they select a more competent man. I find the Ruthenians to be liberal in their support of a school and they pay higher taxes on an average than many older districts. As soon as the finances of the districts will warrant they build a shack and a fence, dig a well and improve the school grounds.

The most threatening obstacle in the way of keeping these districts in operation is the financing of the school districts. The majority of the resident ratepayers pay their taxes fairly promptly, but much of the land is held by speculators and these are slow to pay taxes. The action of the Department of Public Works towards the close of the year in taking expropriation proceedings against those lands in arrears relieved the situation considerably. As a consequence many of the non-resident ratepayers, rather than pay additional costs, paid up their taxes.

An outlook into the future is, on the whole, hopeful. An increasing number of districts are keeping their schools in operation during the whole year. Better provision is being made for the comfort of the teacher, and the people are manifesting a keener appreciation of the services of good teachers.

I have the honour to be, Sir,

Your obedient servant,

ROBERT FLETCHER,
Supervisor of Foreign Schools.

PART III.

APPENDICES

APPENDIX A.

REGULATIONS OF THE DEPARTMENT OF EDUCATION.

APPROVED, SEPTEMBER, 1906.

1. These regulations shall apply to all schools under the control and management of the Department of Education.

SCHOOL GROUNDS.

2. In rural districts the site selected for the school house shall be at the centre of the district. If for any reason the central site is unsuitable the written sanction of the Minister of Education shall be secured before any other site is obtained. The site selected should as far as possible meet the following conditions: (a) It should be easily accessible to all the children of the district; (b) it should be in a dry, elevated position admitting of easy drainage; (c) it should be removed from stagnant water and noisy surroundings.

Subject to the provisions of The School Ordinance in that behalf the board of any town or village school district may select such site or sites as in its judgment may seem desirable.

3. The school grounds in rural districts shall comprise an area of at least one acre, while in town and village districts the area should be at least one-half of an acre. In shape the ground should be about twice as long as it is broad. It should be levelled and kept clear of all underbrush, weeds, rubbish, etc. The grounds should be surrounded by a suitable fence (not barbed wire) which should be kept in good repair. The fuel supply should be kept in a woodshed or suitable box, or it may be neatly piled near the school house.

4. Separate privies, under different roofs, shall be provided for the boys and girls. They should be separated by a close board fence at least six feet high, and their entrance should be effectually screened from observation. The outhouses shall be kept in a cleanly condition and in good repair.

5. If there is any likelihood of getting good water at a reasonable cost a well should be sunk on the premises. For sanitary reasons the well should be bored if practicable, and shall be so situated and protected as to be free from surface drainage and other impurities. In case an abundant supply of water is obtained the well should be pumped or baled out several times during the year. In all districts where water cannot be obtained by sinking a well the board shall provide a sufficient supply of wholesome drinking water for use during school hours.

SCHOOL HOUSE.

6. Every school room shall be built of such dimensions as to allow at least fifteen feet of floor space and 200 cubic feet of air space for each pupil in average attendance. The width of the room should be from two-thirds to five-sixths of the length and the ceiling should be at least 11 feet high.

7. A roomy porch or inner cloak room should be provided for the children's hats and wraps. The hooks used should be strong and firmly fixed to the walls. Shelves for dinner baskets and stands for a wash basin and a water pail should also be provided.

8. The windows should be placed at the left and, if necessary, behind the pupils. Those at the back should be near the left corner. Windows should never be placed facing the pupils. The total area of window glass should equal at least one-fifth of the floor space. The window sills should be from three and a half to four feet high and the top of the window should extend to within six inches of the ceiling. Storm sashes should be provided when the school is to be kept open during the winter months. Light-coloured curtains should be placed on all windows exposed to the direct rays of the sun.

9. Due provision should be made for comfortably heating the school room and providing a sufficient supply of fresh air. Every school room shall be furnished with a thermometer. During cold weather a uniform temperature of about 66 degrees should be maintained. At least two of the windows—preferably those farthest apart—shall be constructed so that they may be opened from the top and bottom. In school houses not having an efficient method of ventilation the air in the school room should be thoroughly changed at each recess by opening the windows and doors.

10. Every school shall be furnished with a suitable desk and chair for the teacher, a set of shelves and a cupboard for books and apparatus. For the accommodation of the pupils a sufficient number of either double or single desks—single desks being preferred—shall be provided. The desks shall be firmly fastened to the floor in rows with passages at least three feet wide between the outside rows and the walls of the school room.

If "home-made" desks are to be furnished care should be exercised in their construction. The top or lid should have a slightly sloping surface (15 degrees) and the back of the seat should be constructed at a slight angle.

The following table will be found helpful in selecting and arranging desks:

SINGLE SEATS AND DESKS.

	Size	Height of seat	Height of top	Width of top	Length	Floor Space	Age Accommodated
Normal.....	1	17in.	29in.	16in.	24in.	28in.	Adults
High School.....	2	16in.	27½in.	16in.	24in.	27in.	16 to 20
Grammar.....	3	15in.	25½in.	14in.	21in.	26in.	12 to 18
1st Intermediate..	4	14in.	24in.	14in.	21in.	24in.	10 to 15
2nd Intermediate..	5	13in.	22½in.	12in.	19in.	22in.	8 to 12
Primary.....	6	12in.	20½in.	12in.	19in.	21in.	5 to 8

DOUBLE SEATS AND DESKS.

	Size	Height of seat	Height of top	Width of top	Length	Floor space	Age Accommodated
Normal.....	1	17in.	29in.	16in.	40in.	28in.	Adults
High School.....	2	16in.	27½in.	16in.	40in.	27in.	16 to 20
Grammar.....	3	15in.	25½in.	14in.	38in.	26in.	12 to 18
1st Intermediate..	4	14in.	24in.	14in.	38in.	24in.	10 to 15
2nd Intermediate..	5	13in.	22½in.	12in.	36in.	22in.	8 to 12
Primary.....	6	12in.	20½in.	12in.	36in.	21in.	5 to 8

11. Every room shall be provided with at least sixty square feet of blackboard space. The blackboard should be at least four feet wide and not more than two and a half feet from the floor, and should extend across the room behind the teacher's desk. Additional blackboard space should be provided on the side of the room that has no windows. At the lower edge of each blackboard there should be a concave shelf or trough three inches wide for holding chalk and brushes.

Blackboards may be of slate, hyloplate, cloth, plaster or wood. Owing to the difficulty experienced in making durable and serviceable plaster blackboards they do not meet with favour. Blackboards of wood or cloth are not recommended except for temporary use. Considering the cost, durability and serviceableness of the various blackboards in use, hyloplate gives very general satisfaction.

SCHOOL EQUIPMENT.

12. Every school shall be provided with the prescribed school register, a globe, ball frame, dictionary, map of the World, map of North America, map of Canada, map of the Province of Alberta, a suitable supply of blackboard brushes and crayons, a thermometer, clock, broom, pail and cup, washbasins and towels and one or two chairs in addition to the teacher's.

NOTE.—The following list which includes the equipment usually required for teaching the subjects prescribed for public school standards will serve as a guide to trustees in making purchases:

Standard I: Ball frame, reading tablets, set of lineal measures (foot, yard, etc.), set of liquid measures (pint, quart, etc.).

Standard II: A globe, map of the World, sand-modelling board, and set of dry measures (gallon, peck and bushel).

Standard III: A dictionary, maps of North America and the Province of Alberta, a tape line (foot, yard, chains).

Standard IV: Maps of Canada, South America, Europe and Asia.

Standard V: Maps of Africa and Australia, and a British Empire Map of the World.

The following additional equipment is also recommended: Sets of authorized supplementary readers for each of the standards, a supply of coloured sticks and slats, pictures, drawing cards, etc., to provide busy work for pupils in Standard I; a box of coloured crayons, a Normal Music Chart; sets of Prang's Drawing Models; a set of geometrical solids, and a blackboard compass.

USE OF SCHOOL HOUSE AND GROUNDS.

13. Unless authorized by some Ordinance the school house or grounds shall not be used for any other than school purposes without the consent of the board, and no advertisement shall be posted on the school premises or distributed to the pupils unless approved in the same way.

SPECIAL HOLIDAYS.

14. Victoria Day (May 24th) has been fixed as a school holiday to commemorate the anniversary of the birthday of Queen Victoria, to familiarize pupils with the growth and development of the Empire, and to encourage and foster patriotic and imperial sentiments. In order that the observance of this holiday may serve the purpose for which it is intended it is very desirable that exercises appropriate to the occasion should be arranged for. These may be held on the afternoon of May 23rd and should include short addresses, suitable recitations, the singing of patriotic songs, and the raising of the national flag.

The second Friday in May (Arbor Day) although a school holiday should be observed by trustees, teachers, and pupils in planting trees about the school and in beautifying and improving the school grounds. Additional interest in the observance of the day should be imparted by holding exercises in which songs, recitations and short addresses appropriate to the occasion should form a part.

CONDUCT OF SCHOOLS.

15. School shall be held between the hours of nine o'clock and twelve o'clock in the forenoon and half-past one o'clock and four o'clock in the afternoon (standard time) of every day except Saturdays, Sundays, and days declared to be holidays by or under The School Ordinance.

16. The board of any district may direct that school be opened at 9.30 a.m. during the whole or a portion of the months of November, December, January and February; and the board of any rural district may direct that only one hour's intermission be taken at noon in which case school shall be closed at 3.30 p.m.

17. During both the morning and the afternoon sessions recreation periods of fifteen minutes each shall be allowed all pupils attending school. Upon direction of the board all or any of the pupils in Part I of Standard I shall be given additional recreation periods not exceeding one-half hour during the day; and in town and village districts the board may direct that all or any of such pupils may be allowed to leave for their homes at any time between 11 and 12 a.m. and 3 and 4 p.m.

18. In case the board of any rural district desires to close its school for vacation at some time other than that provided by subsection 3 of section 134 of The School Ordinance such board shall apply to the department not later than May 31st in each year for permission to do so. Should the board fail to comply with this regulation the district may forfeit the inspection grant should the school inspector visit the district while the school is thus closed.

19. The teacher shall be responsible for the organization of the school and the classification of pupils. All promotions shall be made by the teacher subject to the approval of the inspector.

20. For the purposes of clause 4 of section 3 of The School Grants Ordinance all pupils who have passed the Standard V examination as prescribed by the Department of Education or who submit to the department satisfactory evidence of possessing scholarship equivalent thereto shall be classed as being in standards above the fifth.

DUTIES OF PUPILS.

21. Every pupil registered in any school shall be required: To attend regularly and punctually and in case of absence or tardiness to give to the teacher either orally or in writing a reasonable excuse therefor; to be provided with the authorized text books and other school requisites; to be clean and tidy in person and clothes; to be diligent in studies, kind and courteous to class-mates, and obedient and respectful to the teacher; to conform to the rules of the school and submit to such discipline as would be exercised by a kind, firm and judicious parent.

22. All pupils shall be responsible to the teacher for their conduct on the school premises, and also for their behaviour on the way to and from school unless accompanied by one of their parents or guardians or some person appointed by them.

23. The board may require the parent or guardian of any pupil to replace or pay for any school property destroyed, broken or damaged by such pupil, and may suspend such pupil until the property is replaced or paid for.

COURSE OF STUDY.

24. The course of studies prescribed by the Department of Education shall form the basis of the teacher's work. It represents the minimum requirements for each standard and should be followed as a guide in classifying pupils. It may be modified to meet the needs of special schools but not without the written consent of an inspector who shall forthwith report the facts to the department.

TEACHING OF FOREIGN LANGUAGES.

25. Subject to the provisions of section 136 of The School Ordinance the board of any district may employ one or more competent persons to instruct the pupils attending school in any language other than English. Such instruction shall be given between the hours of three and four o'clock in the afternoon of such school days as may be selected by the board and shall be confined to the teaching of reading, composition and grammar. The text books used shall be those authorized by the Minister of Education.

26. In any school in which only a part of the pupils in a class receives instructions in a foreign language it shall be the duty of the teacher in charge to see that the remaining members of the class are profitably employed while such instruction is being given.

TEXT BOOKS.

27. The text books used by the pupils in any school shall be those authorized by the Minister of Education. No teacher shall require his pupils to purchase any other books.

REFERENCE BOOKS.

28. All reference books purchased by boards for the use of pupils and teachers shall be selected from the list authorized by the Minister of Education. In case any board desires to provide its school with books other than those contained in the authorized list it may do so upon receiving the approval of the Minister.

SCHOOL LIBRARIES.

29. All books purchased for school libraries shall be selected from the list authorized by the Minister of Education. Every school library shall be held in trust by the board as a part of the school property.

30. The board shall provide a suitable book case and shall make such regulations for the preservation and circulation of the books as may be deemed advisable. In the absence of any such regulations the following shall be deemed to be in force:

(1) The principal (or teacher) of the school shall be librarian and the treasurer of library funds. He shall prepare a catalogue of the books and shall disburse all funds on the order of the board.

(2) The books shall be suitably covered with stout wrapping paper and numbered on their backs. The name and number of the school district, the number of the book, and the date when purchased shall be entered on the inside of the front cover of each book.

(3) The librarian shall not issue to any pupil more than one volume at a time, nor shall any pupil be allowed to retain a book for more than two weeks.

(4) The librarian shall keep a record of every book loaned, in the following form:

Pupil's name	No. of book	When delivered	When returned	Condition when returned	Fines, when paid

(5) At the close of each school term all books belonging to the library shall be called in. During the vacation period, or while school may remain closed, pupils may, upon the written order of a trustee, obtain books from the secretary of the district who for the time being shall act as librarian.

(6) The following fines, if authorized by the board, shall be assessed by the librarian: (a) for not returning a book within two weeks, 5 cents for each week it is detained beyond the limit fixed; (b) for any injury beyond ordinary wear, an amount proportionate to the injury; (c) for the loss of a book, the cost thereof.



PUBLIC SCHOOL, BETCHTON



PUBLIC SCHOOL, MARY'S VILLA

(7) All fines assessed shall be paid within a week, and in case of failure to pay a fine the pupil fined shall not be entitled to enjoy the privileges of the library.

INSPECTION OF SCHOOLS.

31. Every inspector shall visit each school in his inspectorate as frequently as the Minister may direct. On the occasion of his official visit the inspector shall have supreme authority in the school and he shall conduct his inspection in accordance with the special instructions of the Department.

32. If deemed necessary for the purposes of inspection the inspector may extend the regular school hours, or, upon giving due notice to the teacher and pupils, he may require any school to be kept open on Saturday, in which case the attendance for Saturday shall be duly entered in the register.

TEACHERS' READING COURSE.

33. The Minister of Education may prescribe a course of reading for teachers. Teachers may at any time enter upon the course (which shall be optional) by reading one or more of the three books prescribed each year.

34. Any teacher who desires a certificate of having read satisfactorily any book prescribed shall write brief essays on topics based upon such book and assigned by the Department of Education. He shall also make a declaration that he has carefully read the book and that the essays written were composed by him. The essays and declaration shall be transmitted to the Department of Education not later than March 1st in each year.

35. Any teacher who submits to the department certificates of having read satisfactorily nine of the books prescribed shall receive a diploma certifying to the completion of one full reading course. Additional diplomas shall be awarded to teachers who complete additional courses of nine books.

TEACHERS' MEETINGS.

36. In every school in which more than two teachers are employed it shall be the duty of the principal to convene, at least once a month, a meeting of his assistants for the purpose of conferring on matters pertaining to the organization, management and discipline of the school. A brief record of the proceedings of each meeting shall be kept and shall be referred to the inspector on the occasion of his official visit. It shall be the duty of the assistant teachers to attend such meetings and in case of their neglect or failure to do so the principal shall report the matter to the board.

TEACHERS' CONVENTIONS.

37. Upon receiving the approval of the Minister of Education the officers of any teachers' association may arrange for an annual convention the object of which shall be to promote the teaching efficiency of its members.

38. The inspector shall be, *ex officio*, a member of the committee of management of each association in his inspectorate, and he shall be consulted by the committee with respect to the arrangements for the annual convention.

39. Every convention held shall be subject to the following regulations:

(1) The secretary of the association shall give due notice of the convention to each teacher residing within reasonable distance of the place of meeting. (Upon application to the department lists of teachers will be furnished to associations.)

(2) The convention shall be held on such days as are approved by the Minister of Education.

(3) At the commencement of each session of the convention the presiding officer shall cause a roll of the members of the association to be called, and at the close of the convention the secretary shall forthwith forward to the department a record of the attendance in the form prescribed for the purpose.

(4) The president of the association shall as soon as practicable transmit to the department an outline report of the work of each session of the convention and when deemed advisable he may include in such report extracts from addresses given or papers read.

TEACHERS' INSTITUTES.

40. The Minister of Education shall arrange for the holding of teachers' institutes at suitable places in the province.

41. All teachers residing within reasonable distance of the place where an institute is to be held shall receive from the department due notice thereof and shall be expected to attend.

ATTENDANCE AT CONVENTIONS AND INSTITUTES.

42. Every teacher who desires to attend any teachers' convention or teachers' institute held under these regulations shall have the right to do so; and every district whose teacher attends any such convention or institute shall be entitled to the government grant for the teaching days during which such teacher is present at the convention or institute as shown by the register of attendance received by the department.

MIDSUMMER INSTITUTE.

43. Whenever twenty or more duly qualified teachers make application to the Department of Education for the establishment of a midsummer institute the Minister of Education may cause such institute to be organized under the control and management of such special instructors as may be appointed by him.

44. Every such institute shall be held during the month of July or August at such time and place as may be determined by the Minister. It shall continue in session for at least one week and shall have as its object the professional improvement of its members.

DEPARTMENTAL EXAMINATIONS.

45. There shall be held annually at such times and places as the Minister of Education may determine departmental examinations for Standards V, VI, VII and VIII. These examinations shall be based upon the course of studies prescribed and shall be conducted in the manner provided by such special regulations or instructions in that behalf as may from time to time be issued by the Minister.

NORMAL SCHOOLS.

54. There shall be held annually one or more sessions of (a) the Provincial Normal School for the training of teachers for first and second class interim certificates; (b) such other Normal schools as may be deemed necessary for the training of teachers for third class certificates. Every session shall be held at such time and place and shall continue for such length of time as may be determined by the Minister of Education. No fees shall be charged students in attendance.

55. Every applicant for training shall apply to the Department of Education for a card of admission. Cards of admission may be granted to females over sixteen years of age and males over eighteen years of age, who hold or are entitled to Standard VI, VII or VIII diplomas. Any person holding a card of admission who fails to be present on the opening day of the session shall forfeit his right to attend.

56. The principal of the Provincial Normal School shall be responsible for its organization, discipline and management, and subject to the approval of the Minister of Education, shall prescribe the duties of his staff.

57. Teachers-in-training shall submit to such rules and regulations respecting attendance, classification, conduct, and examinations as may be prescribed by the principal and approved by the Minister of Education, and they shall lodge and board at such houses as are approved by the principal.

58. Teachers-in-training shall be required to pursue such studies and pass such examinations and tests in teaching as may from time to time be prescribed by the Minister of Education.

APPENDIX B.

PROGRAMME OF STUDIES.

STANDARDS I-V.

This programme is based on a *minimum* requirement for each standard. It is prescribed by the Department of Education as a guide in classifying pupils. It may be modified to meet the needs of special schools but not without the written consent of an inspector who shall forthwith report to the department. The work in each standard includes a review of the essentials in previous standards.

It shall be the duty of each teacher to make a time table, based on this programme, and to present it to the inspector, at each visit, for his approval and signature.

READING AND LITERATURE.

Silent reading is used to obtain ideas and thoughts through printed or written words—to comprehend the subject matter as a whole and to grasp the significance of the parts, as well as to discover and appreciate beauties of thought and expression.

Oral reading is used to express these ideas and thoughts so as to be heard, understood and felt. It involves systematic training in the principal elements of expression—quality of voice, pitch, force, time, stress, inflection, emphasis, pause.

Supplementary reading is used to furnish additional reading matter; to provide reading collateral to the studies in nature, geography, history, literature, etc.; to cultivate a taste for good literature. Its use is optional.

Sight reading in silence is used to give power to glean thought quickly and intelligently from the printed page. It is followed by logical statement, in the pupil's own words, of what he has gleaned.

Selections of poetry and prose inculcating reverence, love of country, love of nature and admiration of moral courage are to be committed to memory and recited.

Standard I.

Authorized First Readers. Authorized Supplementary Readers.

Standard II.

Authorized Second Readers. Authorized Supplementary Readers.

Standard III.

Authorized Third Reader. Authorized Supplementary Readers.

Standard IV.

Authorized Fourth Reader. Authorized Supplementary Reader.

Standard V.

Reading: A general knowledge of the subject matter of all the prose selections in the New Canadian Reader, Book V. These selections, except those prescribed for literature, are for independent supplementary reading rather than for study. Practice in oral reading.

Literature: Intelligent comprehension of and familiarity with the authorized selections from the New Canadian Reader, Book V, with memorization of the finest passages.

ORTHOEPY AND SPELLING.

Much attention should be given to accurate pronunciation. Pupils of the third, fourth and fifth standards should have constant practice in finding the pronunciation and meaning of words from the dictionary.

Special drills should be given on such words as are in their nature difficult to spell, and such as have been frequently misspelled in compositions. Pupils should not be drilled on the spelling of words which they may seldom or never have occasion to use.

Standard I.

Part I: Phonic analysis and synthesis, copying words, oral spelling.

Part II: Phonic analysis and synthesis, oral and written spelling of such words in each lesson as the pupils can learn while mastering the reading matter, transcription, dictation, uses of capital letters and terminal and punctuation marks.

Standard II.

Phonic analysis and synthesis, transcription, oral and written spelling of such words in each lesson as the pupil can learn while mastering the subject matter—words to be arranged so far as possible in groups according to the similarity in form; dictation; careful attention to spelling in all written exercises; uses of capital letters, terminal punctuation marks, quotation marks.

Standard III.

Careful attention to spelling in all written work; exercises as in previous standards; division of words into syllables, and marking the accent; common abbreviations and contractions; simple synonyms.

Standard IV.

Exercises as in previous standards; a few helpful rules of spelling formulated inductively; meaning of common prefixes and suffixes.

Standard V.

Careful attention to spelling in all written work; division of words into syllables, and marking the accent; abbreviations and contractions; synonyms; meaning of common prefixes and suffixes; derivation and composition of words, exercises being confined mainly to words which have English primitives.

COMPOSITION.

(a) Composition should consist almost entirely of expressions of thoughts evolved in the teaching of such studies as geography, history, agriculture, literature, etc. (b) Through progressive exercises, both critical and constructive, the pupils should be led to discover and apply the leading principles and maxims of expression. Only the most important errors should be corrected in any one composition.

Standard I.

Brief oral and written expression, in complete sentences, of simple thoughts suggested by observation of objects, animals, plants and pictures; narration of personal experiences; reproduction of the substance of the lessons in reading, etc.

Standard II.

(a) Brief oral and written description of observed objects, animals, plants and pictures; narration of personal experiences; reproduction of the substance of the lesson in reading, history, etc.; simple letter writing.

(b) Combining thoughts into a simple sentence; mechanics of composition—heading, margins, etc.

Standard III.

(a) Correct oral expression of thoughts evolved in the teaching of all subjects; brief, accurate and legibly written expression of these thoughts; the paraphrase.

(b) Sentence structure in outline; use of the paragraph; forms for letters, accounts and receipts; drill to correct the chief errors revealed in written expression.

Standard IV.

(a) Correct oral expression of thoughts evolved in the teaching of all subjects; brief, accurate and legibly written expression of these thoughts; the summary [abstract]; social and business letters.

(b) Sentence structure; paragraph structure in outline; drill to correct the chief errors revealed in written expression.

Standard V.

The structure of the sentence and paragraph; the abstract paraphrase and theme; social and business letters. Candidates for examination will be required to write a short composition on some familiar subject which may be chosen from the course prescribed in reading.

GRAMMAR.

Grammar shows the structure of language. By revealing the rules of sentence building it helps the pupil in using correctly the forms of speech which the necessities of expression require.

Through the logical forms of subject, predicate and modifier, it reveals the essential nature of thought and is an aid to the more thorough understanding of reading lessons.

The teaching of formal grammar should be brought into close connection with the work in reading and composition. Routine parsing and minute analysis should be avoided.

Standard I.

Oral correction of colloquial errors.

Standard II.

Correction of colloquial errors; a division of a sentence into subject and predicate.

Standard III.

Correction of errors in the language used by pupils. Kinds of sentences—assertive, interrogative, etc.; purpose of each. Parts of speech, phrases, clauses—their functions and places in sentences. General analysis as an aid in getting the ideas in a sentence, and learning what words and groups of words do in the expression of thought.

Standard IV.

Correction of errors in the language used by pupils. Kinds of sentences—simple, compound, etc.; purpose of each. Division of the parts of speech according to use; inflection in outline. General analysis used as a means of discovering the relation and position of ideas in a sentence.

Standard V.

An intelligent comprehension of the authorized text books.

HISTORY.

Training of the moral judgment, and preparation for intelligent citizenship are important aims in teaching history. History should be associated with geography and literature—historical poems, etc.

Standard II.

Biography.—Lives of distinguished men described, *e.g.*: Columbus, The Cabots, Jacques Cartier, Champlain, Bishop Laval, Frontenac, La Salle, Montcalm, Wolfe, Sir Guy Carleton, Lyon Mackenzie, Papineau, Joseph Howe, Alexander Mackenzie, Sir John Macdonald, etc. Discussion of the chief excellences and defects in their character to teach moral discrimination and ultimately to derive principles of conduct. Reading and reciting patriotic poems.

Standard III.

Canadian History.—Outline study from leading features, *e.g.*: discovery; exploration; struggle between the French and English colonists; Treaty of Paris; Quebec Act; Constitutional Act; War of 1812; Rebellion of 1837; Union Act; Clergy Reserves; Land Tenures—feudal, freehold, leasehold, seignorial; Reciprocity Treaty; British North America Act, etc.

British History.—Biography of persons honoured as types of state or individual life, *e.g.*: Caractacus, Julius Cæsar, Arthur, Alfred, Canute, William I, Simon de Montfort, Edward I, Wolsey, Elizabeth, Charles I, John Hampden, Oliver Cromwell, Marlborough, Pitt, Nelson, Wellington, Lord John Russell, Victoria, etc. Discussion of their deeds to train moral judgment and incidentally to teach patriotism and civic duty. Reading and reciting patriotic selections.

In this standard the presentation is to be oral, no text book being prescribed. After the lesson supplementary reading should be encouraged.

Standard IV.

Canadian History.—The text book studied as are view and expansion of the topics discussed in the previous standards.

British History.—Outline study of each people or period to exhibit its chief characteristics, *e.g.*: Saxons—a farmer people; brought with them the germs of our political institutions—a limited monarchy, parliament, courts of justice, personal holdings of lands; gave us the body of our English tongue; became Christians from choice. The presentation of this outline is to be oral. Supplementary reading in history should be encouraged.

Standard V.

Canadian History.—The leading events of Canadian history with particular attention to events subsequent to 1840.

British History.—The outlines of British History.

GEOGRAPHY.

Standard I.

Direction: Position of the sun in the morning, at noon, in the evening; cardinal points of the compass; location of familiar places and objects, by pointing with the hand and naming the direction.

Water: Observation of forms of water, such as clouds, fog, mist, rain, dew, frost, snow and ice to find the more obvious qualities and uses of each.

Winds: Recognition of calm, breeze, gale.

Standard II.

Direction: Semi-cardinal points of the compass; observation of the directions of winds bringing heat, cold, rain, snow, moisture, dryness.

Land: Hills, mountains—direction and nature of their slopes; plain, valley, prairie, cape, peninsula, isthmus, island; relation of these to one another; their uses.

Water: Fuller study of clouds, fog; mist, rain, dew; snow, ice, hail; uses and effects of each; effects of sun and winds on each; spring, brook, river (source, bank, branches, mouth), lake; bay, sea, strait; relation of these to one another; their uses.

Winds: Calm, breeze, gale, storms, hurricane; effects on land and sea, on plants, animals, people, and vessels.

Maps: Construction of maps of school room, school grounds, neighbourhood; map representation of geographical objects studied.

The World as a Whole: Outline study of its form, rotation, axis, poles, equator, hemispheres; hot, temperate and cold parts.

Continents: Their relative positions and sizes; characteristic animals and plants in each; occupations, habits, dress and modes of life of leading peoples in each.

Oceans: Their relative positions and sizes; some characteristics of each.

Standard III.

Land: Mountain chains, slopes, great plains; description and uses of each. (Teacher's reference: "How to Study Geography," p. XXV and pp. 145-147.)

Water: River systems.

Continent Structure: Great slopes, continental axis, secondary axis, great river basins, great river systems, coast lines. (Teacher's reference: "How to Study Geography," pp. 13-51 and 146-152.)

The World as a Whole: Relief—World ridge from Cape Horn to Cape of Good Hope.

Lowlands: World basins—Their position between the two highlands of each continent. Outline description of each.

Drainage: World water parting; world river system.

Winds: Elementary ideas of causes and influences of trade winds, return trades, polar currents, monsoons. (Consult "Child and Nature," pp. 170-174.)

Ocean Currents: Elementary ideas of causes and influences of Gulf Stream, Japan Current, and polar streams. (Consult "Child and Nature," pp. 174-176.)

Rainfall: Formation of clouds and rain; places with much, little or no rain; reasons.

Climate: Outline study of distribution of climates. (Consult "Child and Nature," pp. 178-181.)

Productions: Chief agricultural, grazing, lumbering and mining regions. (Consult "Child and Nature," p. 185.)

People: The different races and their distribution.

NORTH AMERICA.

References for Teacher's use: Parker's "How to Study Geography," pp. 185-218. King's "Methods and Aids in Geography," chapters XIII-XIV. "The story of our continent."—Shaler.

Position.

Structure: General description of primary and secondary highlands; river basins.

Drainage: Great water partings, great river systems, great lakes.

Outline: Shape, leading projections of land and water.

Climate: Temperature and moisture—Their cause and influences generally.

Natural Productions and Productive Regions: Chief agricultural grazing, lumbering and mining regions; surplus productions and exports; deficiency and imports.

Waterways and Railways: Main trade routes.

Cities: Prominent commercial centres of the continent; their relation to belts of products.

Political Divisions: Their relation to the physical structure of the continent; capitals, forms of government, nationalities, state of civilization.

Alberta: Studied generally as a review of a section of the continent; agricultural, grazing, lumbering and mining regions; chief trade routes; principal towns and cities.

Standard IV.

Dominion of Canada: Studied as a section of the continent of North America. Same topics as for continent study. (Teacher's reference: "Geography of the British Colonies," by Dawson and Sutherland.)

South America: Outline study comparing its structure, drainage, coast line, climate and productive regions with those of North America. Political divisions—mainly Brazil, the Argentine Republic, and Chili. (Teacher's reference: "How to Study Geography," pp. 218-224. "The Geographical Reader."—American Book Company.)

Eurasia: General structure of Eurasia compared with that of North America and that of South America. (Teacher's reference: "How to Study Geography," pp. 224-263.)

Europe.—Under the same topics as North America. Comparisons.

Asia.—Only a very general study of climate, natural productions and productive regions, trade routes, cities. Political divisions—mainly India, Japan and China. Comparisons.

Standard V.

The general geography of the world, geography of Canada more particularly.

NATURE STUDY AND AGRICULTURE.

Teacher's reference books: "Spalding's Introduction to Botany," Newell's "From Seed to Leaf," Goodale's "Concerning a Few Common Plants."

To interest pupils in nature, to train them in habits of careful observation and clear expression, and to lead them to acquire useful knowledge, are important aims in teaching this subject.

The pupil must study the plant, the animal and the soil rather than book descriptions of them. He may consult books after he has made his observations. The study of plant life should be emphasized in spring, though not restricted to that season.

This study should be connected with language, drawing and geography.

Standard I.

Plant Life:

Seeds: Bean, pea, sunflower, corn, wheat.

Germination: Its condition—light, air, moisture, soil, warmth.

Structure: Covering, cotyledons, embryo.

Seedlings: Parts—stems, roots, leaves.

Buds: Poplar, willow, maple, elm, spruce; their covering, unfolding, arrangement on stem.

Animal Life: Cat, dog, cow, horse, sheep, hen, fish; their covering, food, uses.

Standard II.

Plant Life:

Seeds: Fuller study of the germination, growth and structure of seeds prescribed for Standard I.

Plant structure: Herbs, shrubs, trees.

Stem: Its parts—wood, bark, pith; their uses.

Root: Its parts—primary root, rootlets, root hairs; their uses.

Leaf: Its parts—stipules, stock, blade, veins; their uses.

Fruits: Apple, orange or lemon, plum or cherry, pumpkins or squash, raspberry or strawberry; the use of their parts to plant and to man.

Animal Life: Fuller study of the animals prescribed for Standard I, including structure of feet, head and teeth; relation of structure and habits.

Standard III.

Plant Life:

Leaves: Their position, arrangement, form and venation; their relation to sunlight, air, and direction of water to roots.

Flowers: Silverweed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and uses of their parts.

Roots: Wheat, willow, carrot, turnip, radish, potato. Their forms and the uses of their parts to the plant and to man.

Soils: Outline study of formation, composition, classification, exhaustion, restoration. (Teacher's reference: James and McIntyre's Agriculture.)

Animal Life: Ant, fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat; adaptation of their forms and structure to their modes of life.

Standard IV.

Plants: Their food—its sources, how taken up, how assimilated; their reproduction, propagation; dissemination of seeds.

Weeds: Bindweed or wild buckwheat, tumbleweed, hedge mustard, stinkweed, Russian thistle; methods of destroying. (Teacher's reference: James and McIntyre's Agriculture.)

Trees: Their cultivation for shade, ornament and protection.

Soils: Preparation for seed. (Reference—prescribed text.)

Animals: Feeding, care and management of horses, cattle, sheep and swine. (Reference—prescribed text.) Insects: Growth, classification, remedies. (Reference—prescribed text.)

Standard V.

(a) *Nature Study.*—A general review of the topics prescribed for Standards III and IV including: Leaves—their position, arrangement, form and venation; their relation to sunlight, air and direction

of water to roots. Flowers—silverweed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and uses of their parts. Roots—wheat, willow, carrot, turnip, radish, potato; their forms and uses of their parts to the plant and to man. Plants—their food, its sources, how taken up, how assimilated; their reproduction, propagation; dissemination of seeds. Animals—ant, fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat; adaptation of their forms and structure to their modes of life. (b) *Agriculture*.—A general knowledge of the following topics: Soils: formation, composition, classification, exhaustion and restoration; preparation for crops; tilling and draining. Crops: their growth, management, rotation, diseases. Live stock and dairying: Feeding, care and management of farm animals; butter-making. Insects: growth, classification, remedies. Weeds: wild buckwheat, tumbleweed, hedge mustard, stinkweed, Russian thistle; methods of destroying. Trees: their cultivation for shade, ornament and protection. (Reference books for pupils and teachers: *Agriculture* by James and McIntyre.)

ARITHMETIC.

Every new thought process in this subject should be developed objectively. Principles and rules should be arrived at inductively. Accuracy and rapidity in the simple fundamental processes are important.

Problems should, as far as possible, have due relation to the demands of business life. Clearness of reasoning, accuracy of statement, and elegance of form in the solution of problems should be emphasized. Pupils should have regular practice in the construction of problems. The subject matter of nature study, agriculture, geography, etc., furnishes interesting data for many problems.

Standard I.

Teacher's reference: Wentworth's "Primary Arithmetic."

Part I.

Numbers 1 to 12—their combinations and separations, oral and written; the making and use of arithmetical signs.

Making and showing relation of one-half, one-fourth, one-eighth, one-third, one-sixth; one-fifth, one-tenth; one-third, one-ninth, one-twelfth; one-seventh; one-eleventh. (Objective illustration—no figures used.)

Use and relation of pint, quart, gallon, peck, bushel; inch, foot, yard; day, week, month, year; five-cent and ten-cent coins; simple problems.

Part II.

Numbers 1 to 25—their combinations and separations.

Use and meaning of one-thirteenth one-twenty-fifth; review of fractions in Part I.

Use and relation of ounce, pound; hour, day; foot, rod; sheet, quire.

Counting to and from 25 by ones, twos, threes, etc. Drill in rapid figure work (especially addition) involving combinations in the numbers 1 to 10. Reading Roman notation to XXV. Inventing and solving simple problems.

Standard II.

Teacher's reference: Wentworth's "Primary Arithmetic."

Numbers 25 to 100—Addition, subtraction, multiplication and division.

Use and meaning of one-twenty-sixth one-one-hundredth. Addition, subtraction, multiplication and division of fractions studied in Part I.

Percentage: Use and meaning of 50%, 25%, 10%, 5%, $33\frac{1}{3}\%$, $12\frac{1}{2}\%$; relation to fractions.

Use and meaning of pound, bushel; square inch, square foot, square yard; finding area of small surfaces.

Counting to and from 100, by ones, twos tens; multiplication table made and mastered. Oral and written drill in rapid figure work (especially in addition) involving the combinations in the numbers 1 to 25. Reading Roman notation to C. Inventing and solving simple problems suggested by any subject studied.

Standard III.

Notation and numeration; simple rules.

Common fractions: Addition, subtraction, multiplication and division of fractions whose denominations do not exceed one thousand. Common factor and common divisor as needed in fractions.

Decimal fractions: Addition, subtraction, multiplication and division of tenths, hundredths and thousandths; relation to common fractions.

Percentage: Easy problems in simple interest, and profit and loss, using such applications as occur in ordinary business transactions.

Remaining weights and measures used in practical life, taught and applied; measurement of surfaces and right-angled triangles; contents of rooms, boxes, lumber, piles of wood and hay.

Oral and written drill in the figure work of the simple rules to secure accuracy and rapidity.

Standard IV.

Common fractions: Decimal fractions, omitting recurring decimals.

Simple interest, profit and loss, commercial discount, commission. Problems should be confined to cases occurring in ordinary business transactions.

Standard V.

Arithmetic and Mensuration.—A general review of the work prescribed for Standards III and IV, including notation and numeration; measures and multiples, common fractions, decimal fractions, square root, the metric system, the weights and measures used in practical life, measurement of surfaces, contents of rooms, boxes, piles of wood and hay; applications of percentage—profit and loss, simple interest, commercial discount, commission; easy problems in taxes and insurance; ratio and simple proportion, with their applications to partnerships; mensuration as contained in Chapter VII of Hill's *Lessons in Geometry*. All problems should, as far as possible, have due relation to the demands of modern and commercial business life. Clearness of reasoning and accuracy of statement in the

solution of problems should be emphasized. Rapidity and accuracy of work should be aimed at. Exercises in mental Arithmetic should be given.

Algebra: Definitions; simple rules; simple equations with problems; simultaneous equations of the first degree containing two unknown quantities, with easy examples and problems; easy factoring; an elementary knowledge of H.C.F. and L.C.M.

Geometry: As in Hill's Lessons in Geometry, omitting chapters VII, VIII and IX.

Book-keeping: (a) A general knowledge of business forms and their uses—receipts, orders, promissory notes, drafts, cheques, bills, accounts, invoices, deposit slips, P.O. money orders, postal notes, etc.; (b) Single entry—use of books; easy sets.

DRAWING.

Teacher's reference: The Manual for Prang's New Graded Course for Canadian Schools.

Drawing is to be taught as an added means of expression. Pupils are to draw in blank books after observing the type solids and objects.

Standard I.

Teach the following forms as wholes from type solids and objects.

Sphere and similar forms, natural and artificial, *e.g.*, ball, marble, apple, tomato, cherry, lemon, etc.

Cylinder and similar forms, natural and artificial, *e.g.*, pencil, bottle, spool, pint measure, cup, rope, ladder, mallet, etc.

Cube and similar forms, natural and artificial, *e.g.*, box, chest, basket, inkstand, lump of sugar, etc.

Teach their parts—surfaces, faces, edges and corners and the relation of these parts. Compare them.

Illustrative sketching in connection with nature study.

Standards II and III.

The work of Standard I and the following.

The type solids bisected and studied as new wholes.

Hemisphere and similar forms, natural and artificial, *e.g.*, half an apple, dish, bowl, cap, oil can, etc.

Half Cylinder and similar forms, natural and artificial, *e.g.*, band-box, coin, etc.

Half Cube, square prism, right-angled triangular prism and similar forms, natural and artificial, *e.g.*, box, trunk, car, roof of a house, etc.

Teach their parts—surfaces, faces, edges and corners, and the relation of the parts. Compare them.

Teach geometric figures—triangle, square, and rectangle from the solid.

Draw objects based on these figures, *e.g.*, pennant, envelope, door, cross, flag, etc.

Illustrative sketching in connection with nature study.

Standard IV.

The work of previous standards and forms derived from the type solids by variation.

Spheroid, ellipsoid, ovoid, and similar forms, natural and artificial, *e.g.*, lemon, cucumber, watermelon, egg, hops, pear, strawberry, vase, etc.

Cone, circular frustrum, and similar forms, natural and artificial, *e.g.*, carrot, volcano, mountain peak, hour glass, wine glass, etc.

Pyramid, square frustrum and similar forms, natural and artificial, *e.g.*, cupolas, pyramids of Egypt, basket, etc.

Draw from the solids, the geometric figures, circle, ellipse, and oval, and learn the terms circumference, diameter, radius, arc, centre, focus, axis. Draw objects based on these figures, *e.g.*, target, circular window, hand mirror, eye glass, horse shoe, padlock, fan, spoon, etc.

Illustrative sketching in connection with other studies.

Standard V.

Representation, construction, decoration as in Prang's New Graded Course in Drawing for Canadian Schools, Books I and II.

MUSIC (OPTIONAL).

Standards I and II.

Singing of rote songs, drill on the scale and intervals—Normal Music Course First Reader, Part I.

Standards III, IV and V.

Normal Music Course First Reader. Second Reader when First is mastered.

HYGIENE—PHYSIOLOGY.

Teacher's reference: Ontario Manual of Hygiene or Ontario Public School Physiology and Temperance.

For convenience in teaching these subjects the ungraded school may be divided into two sections, the first comprising the pupils in Standards I and II and the second those in Standards III, IV and V. Practical effect should be given to the instruction in this subject by attention to the physical condition and habits of the children; the ventilation, lighting, heating and cleaning of the school room; and the supervision by the teacher of the sports and gymnastic exercises of the pupils.

Topics: Lessons on cleanliness, proper clothing, pure air, good water, exercise, rest, avoidance of draughts, wholesome food, temperate habits, bathing, accidents, poison, disinfectants, digestion, circulation, respiration, care of the eye and ear.

STIMULANTS AND NARCOTICS WITH SPECIAL REFERENCE TO THE USE OF ALCOHOL AND TOBACCO.

The great purpose is to build up in the mind a theory of self control and willingness to abstain from acts that may grow into dangerous habits. The moral and social effects should be made prominent and abstinence be inculcated from higher ends than such as concern only the body. Technicalities and persistent dwelling upon details of disease should be avoided. Special delicacy of treatment is needed in those unfortunate cases in which children find

themselves between the safe teaching of the school and the counter practices and influences of the home. Refrain from assertions of what is uncertain or sincerely doubted by high authority, or likely to be repudiated by the pupil when he is mature enough to judge for himself, since the admitted and unquestioned facts about the more dangerous stimulants and narcotics, and alcoholic drinks in particular, furnish invincible reason why people in general should do without them and young people above all others.

Teach what a stimulant is, what a narcotic is, what each may cause; effects of alcohol on the digestive, circulatory, muscular and nervous system.

Teach that tobacco contains a poisonous substance called nicotine, that it frequently injures the throat, lungs, heart and other organs in adults, that it is far more harmful to young and growing persons than to adults, that it is particularly objectionable in the form of a cigarette, that children should avoid it in all its forms, and that, as a rule, the more sparingly grown people use it the better.

MANNERS AND MORALS.

Teacher's reference: White's School Management, pp. 218-294.

Ungraded schools may be divided as in hygiene when direct instruction is given.

It is the duty of the teacher to see that the pupil practices those external forms of conduct which express a true sense of the proprieties of life and that politeness which denotes a genuine respect for the wants and wishes of others. It is his duty to turn the attention of the pupils to the moral quality of their acts and to lead them into a clear understanding and constant practice of every virtue. His own influence and example, the narration of suitable tales to awaken right feeling; the memorizing of gems embodying noble sentiments, and maxims and proverbs containing rules of duty, direct instruction, etc., are means to be employed.

Topics: Cleanliness and neatness, politeness, gentleness, kindness to others, kindness to animals, love, truthfulness, fidelity in duty, obedience, nobility, respect and reverence, gratitude and thankfulness, forgiveness, confession, honesty, honour, courage, humility, self respect, self control, prudence, good name, good manners, temperance, health, evil habits, bad language, evil speaking, industry, economy.

APPENDIX C.

COURSE OF STUDIES AND ANNUAL EXAMINATION FOR
STANDARD V.

APPROVED, AUGUST, 1908.

GENERAL.

1. The annual departmental examination for Standard V pupils shall be held upon such days between June 15th and 30th as may be fixed by the Minister of Education.

2. Teachers having candidates for examination shall make application to the department in the form prescribed. All applications must be forwarded before May 15th.

3. Candidates shall write at their own schools, and the teacher shall act as presiding examiner. The expenses of the examination shall be paid by the candidates or by the board of trustees. There is no examination fee.

4. The answer-papers of candidates shall not be examined until their teachers report to the department that in their judgment the candidates have completed and given due attention to the course prescribed in reading, and hygiene and temperance.

5. In order to pass a candidate is required to obtain 50 per cent. of the total number of marks, 50 per cent. on penmanship, 40 per cent. on the paper in composition, and 34 per cent. on every other paper.

6. Unsuccessful candidates shall be furnished with a statement of the subjects on which they failed.

COURSE OF STUDIES AND SUBJECTS OF EXAMINATION FOR THE YEAR
ENDING JUNE 30TH, 1909.

In the following course certain subjects are *obligatory* and others *optional*. The obligatory subjects are those which all pupils in the standard are required to study whether prescribed for examination or not. The optional subjects are those whose study may, with the consent of his parents, be omitted by any pupil unless he intends to be a candidate for examination in which case he must complete the course prescribed in algebra, geometry and agriculture. The annual examination shall include both obligatory and optional subjects. Every candidate must write on all the subjects prescribed for examination.

Reading: A general knowledge of the subject matter of all the prose selections in the New Canadian Reader, Book V. These selections—except those prescribed for literature—are for independent supplementary reading rather than study. Practice in oral reading.

Literature: Intelligent comprehension of and familiarity with the following selections from the New Canadian Reader, Book V: with memorization of the finest passages:

Dora, p. 13; The Little Midshipman, p. 23; In Memoriam, p. 45; Rosabelle, p. 97; Crusader and Saracen, p. 99; The Apology of Socrates, p. 156; To a Skylark, p. 229; Ode to a Nightingale, p. 235; To a Nightingale, p. 238; To a Nightingale, p. 239; The Passing of Arthur, p. 247; Sir Roger de Coverley, p. 281; The Italian in England, p. 276; The Lotos Eaters, p. 281; The Angler, p. 289; The Brook, p. 294; Lord Clive, p. 314; Canada and Great Britain, p. 353; Canada and the United States, p. 360; Canada and the Empire, p. 363; The Canadian Confederacy, p. 379; Kin Beyond Sea, p. 387.

Composition: The structure of the sentence and paragraph; the abstract, paraphrase and theme; social and business letters. Candidates for examination will be required to write a short composition on some familiar subject which may be chosen from the course prescribed in reading.

Grammar: An intelligent comprehension of Goggin's New Elementary Grammar.

Orthoepy and Spelling: Careful attention to spelling in all written work; division of words into syllables and marking the accent; abbreviations and contractions; synonyms; meaning of common prefixes and suffixes; derivation and composition of words, exercises being confined mainly to words which have English primitives.

Arithmetic and Mensuration: A general review of the work prescribed for Standards III and IV including notation and numeration, measures and multiples, common fractions, decimal fractions, square root, the metric system, the weights and measures used in practical life, measurement of surfaces, contents of rooms, boxes, piles of wood and hay; applications of percentage—profit and loss, simple interest, commercial discount, commission; easy problems in taxes and insurance; ratio and simple proportion with their applications to partnerships; mensuration as contained in Chapter VII of Hill's Lessons in Geometry. All problems should as far as possible have due relation to the demands of modern commercial and business life. Clearness of reasoning and accuracy of statement in the solution of problems should be emphasized. Rapidity and accuracy of work should be aimed at. Exercises in mental arithmetic should be given. Text book in arithmetic: Kirkland and Scott's Elementary Arithmetic, revised and enlarged edition.

Algebra: Definitions; simple rules; simple equations with problems. Text book: C. Smith's Elementary Algebra (Chapters I to VI).

Geometry: As in Hill's Lessons in Geometry, Chapters I, II, III and IV (omitting the theorems), with definitions of Chapters V and VI.

Book-Keeping: (a) A general knowledge of business forms and their uses—receipts, orders, promissory notes, drafts, cheques, bills, accounts, invoices, deposit slips, P.O. money orders, postal notes, etc.; (b) Single entry—use of books; easy sets. Text book: Black's Public School Book-keeping.

Geography: The general geography of the world; geography of Canada more particularly. Text book: The New Canadian Geography (Saskatchewan and Alberta Edition).

History: The leading events of Canadian history with particular attention to events subsequent to 1840; the outlines of British history. Text books: Duncan's The Canadian People, Symes and Wrong's English History.

Nature Study and Agriculture: (a) *Nature Study*—A general review of the topics prescribed for Standards III and IV including Leaves—their position, arrangement, form and venation; their relation to sunlight, air and direction of water to roots. Flowers—silver weed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and uses of their parts. Roots—wheat, willow, carrot, turnip, radish, potato; their forms and the uses of their parts to the plant and to man. Plants—their food, its sources, how taken up, how assimilated; their reproduction; propagation; dissemination of seeds. Animals—ant, fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat; adaptation of their forms and structure to their modes of life. (b) *Agriculture*—A general knowledge of the following topics: Soils—formation, composition, classification, exhaustion and restoration; preparation for crops; tilling and draining. Crops—their growth, management, rotation, diseases. Live stock and dairying—feeding, care and management of farm animals; butter making. Insects—growth, classification, remedies. Weeds—wild buckwheat, tumble weed, hedge mustard, stinkweed, Russian thistle; methods of destroying. Trees—their cultivation for shade, ornament and protection. Reference book for pupils and teachers: Agriculture by James and McIntyre.

Hygiene and Temperance: As outlined in the Programme of Studies for Standards I to V. Teacher's reference books: Ontario Public School Physiology and Temperance. Knight's Introductory Physiology and Hygiene (Copp, Clark Co.).

Penmanship: Principles of letter formation; figures; ledger headings; addressing envelopes; a legible business hand. Neatness and legibility should be required in all written exercises.

Drawing: Representation, construction, decoration, as in Prang's New Graded Course in Drawing for Canadian Schools, Books I and II. Teacher's reference: The Manual.

Music: As outlined in the Programme of Studies for Standards III-V. Text book: King Edward Music Readers (First and Second).

The *obligatory* subjects of the standard are Reading, Literature, Composition, Grammar, Orthoepy and Spelling, Arithmetic and Mensuration, Geography, British and Canadian History, Nature Study, Hygiene and Temperance, Penmanship and Drawing.

The *optional* subjects of the standard are Algebra, -Geometry, Book-keeping, Agriculture, and Music.

Candidates for examination shall be required to write upon the following subjects: Literature, Composition, Grammar, Orthoepey and Spelling, Arithmetic and Mensuration, Geometry, History, Algebra, Geography, Nature Study and Agriculture, Drawing. The marks for Penmanship shall be awarded on the Composition paper.

APPENDIX D.

CERTIFICATES AND DIPLOMAS.

COURSES OF STUDY: STANDARDS VI, VII, VIII AND NORMAL SCHOOLS.

APPROVED, AUGUST, 1908.

CERTIFICATES.

1. No person shall be engaged, appointed, employed or retained as teacher in any school unless he holds a valid certificate of qualification granted by the Minister of Education. This regulation shall not apply to persons employed under the provisions of subsection 2 of section 136 of The School Ordinance.

2. Certificates of qualification shall be of the following classes:

(a) Interim certificates of the first and second class valid for one year from the close of the school term during which they are issued.

Interim certificates may be granted: (1) on the recommendation of the Principal of the Normal School to students who have completed a course in training, (2) under the provisions of regulation 6.

(b) Professional certificates of the first and second class valid for life unless suspended or cancelled for cause.

Professional certificates of either class may be granted to persons who have taught successfully in the province for at least one year while holding a valid interim certificate of the same class. Persons holding interim certificates obtained on the recommendation of the Principal of the Normal School must also have passed the professional examination prescribed for teachers.

(c) Third class certificates valid for three years from June 30th of the year during which the holders thereof obtained diplomas entitling them to admission to a Normal School.

Third class certificates may be granted on the recommendation of the Principal of the Normal School to students who have completed a course in training and who have passed the prescribed professional examination.

(d) Provisional certificates valid until the close of the school term during which they are issued.

A provisional certificate may be granted either upon the application of a board of trustees that has failed to secure a duly qualified teacher, or upon the recommendation of an inspector. A board of trustees in applying for a provisional certificate for any person must satisfy the department that a duly qualified teacher is not available.

The board shall also furnish satisfactory evidence of the character and qualifications of the person for whom the certificate is requested.

(e) Kindergarten certificates for principals and assistants in kindergartens.

3. On receiving an application from a board of trustees, accompanied by a recommendation from an inspector, the Minister of Education may, if a qualified teacher is not available, extend a third class or a provisional certificate to the end of the school term following that during which such certificate expired.

4. Persons whose third class certificates have expired and whose teaching has been favourably reported upon by an inspector may have their certificates renewed by passing the examination for Standard VI and the prescribed examination in pedagogy.

5. The Minister of Education may extend the time during which an interim certificate shall be valid.

6. Persons holding certificates or diplomas not obtained in the Province of Alberta may be granted such standing as the Minister of Education may deem them entitled to. Every applicant for an interim certificate under this regulation shall submit to the Department (a) the certificates which he holds, (b) an official statement that such certificates are valid and in force, (c) a certificate of moral character dated within three months of the time of presentation, (d) a recent testimonial from the inspector under whom he last taught.

7. Upon the recommendation of the Principal of the Normal School the Minister of Education may permit any teacher-in-training who has failed to pass the professional examination at the close of the session to write upon such examination at a subsequent session; but in case of a second failure every such person who desires to qualify as a teacher shall be required to attend another session and pass the prescribed professional examination.

DIPLOMAS.

EXAMINATION REQUIREMENTS.

Standards VI, VII, VIII.

1. The annual departmental examinations shall be held between June 20th and July 15th upon such days and at such places as may be determined by the Minister of Education.

2. Every candidate who desires to write upon any departmental examination shall, not later than May 15th, make application to the department. Special forms are furnished for this purpose.

3. The principal of every school having candidates for examination shall before June 30th forward to the department a confidential report on each candidate under the following heads: Length of time

preparing for examination, regularity of attendance, attitude towards work, general grasp of each subject, physical fitness for examination, chances for passing. Percentages based upon the candidates' work during the year should be given where possible.

4. Only the holders of Standard VI or VII diplomas shall be admitted to examination for Standard VII and diplomas respectively. But in the case of persons who have not been residents of the province for eighteen months immediately prior to the date of examination and in other special cases the Minister may upon proof of necessary qualifications admit such to any examination.

5. In order to pass, a candidate is required to obtain 50 per cent. of the total number of marks, 40 per cent. on the paper in English composition, and 34 per cent. on every other paper or on each part thereof.

6. Every person who passes the annual departmental examination for Standard VI, VII or VIII shall receive a diploma certifying thereto.

7. Any candidate who fails to pass the examination for Standard VII or VIII may be granted a diploma of the next lower standard provided such candidate obtained 40 per cent. of the total marks and 30 per cent. on each paper.

8. Every unsuccessful candidate shall be furnished with a statement of the subjects on which he failed, and shall have the right to appeal within twenty days from the time the results of the examination are announced. Each appellant shall state the answer papers he desires to have re-examined and the specific reasons therefor. No appeal shall be considered unless it is accompanied by the fee prescribed.

9. The fee for each of the examinations (Standards VI, VII and VIII) shall be three dollars payable to the presiding examiner on the first day of the examination. If a candidate desires to write on only one or two subjects the fee shall be one dollar; if on three or four subjects, two dollars. The fee for each appeal shall be two dollars. If an appeal is sustained the fee shall be refunded.

Professional Examinations.

10. The professional examinations based on the course of studies for Normal School shall be held at the close of each session.

11. In order to pass, a candidate is required to obtain 50 per cent. of the total number of marks and 34 per cent. on each paper.

12. Every person who holds a professional certificate of the second class and a Standard VIII diploma shall be permitted, without further attendance at the Normal School, to write upon the professional examination for a first class interim certificate.

COURSE OF STUDIES AND SUBJECTS OF EXAMINATION FOR THE YEAR
ENDING JUNE 30, 1909.

In the following course of studies prescribed for Standards VI, VII and VIII certain subjects are *obligatory* and others are *optional*. The obligatory subjects are those which all pupils in the standard are required to study whether prescribed for examination or not. The optional subjects are those whose study may be omitted by any pupil. The annual examination for each standard includes both obligatory and optional subjects. All candidates must write on the obligatory subjects which are prescribed for examination but they may elect the optional subjects on which they wish to write.

Standard VI.

1. *Reading*: A general knowledge of the subject-matter of the books prescribed for reading. These books are for independent supplementary reading rather than for intensive study.

Books prescribed for 1909: Coleridge's *Rime of the Ancient Mariner* (Macmillan's Pocket Classics); Scott's *Ivanhoe* (Macmillan's Pocket Classics); Irving's *Rip Van Winkle* (Ten Cent Classics—Educational Publishing Co., Boston); Longfellow's *Courtship of Miles Standish* (Macmillan's Pocket Classics).

2. *English Composition*: Letter writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Work palpably defective in spelling, writing, punctuation or division into paragraphs will not be accepted at examinations. Instruction in the fundamental principles of rhetoric should be given in connection with this study.

3. *English Literature*: A thorough study of the subject-matter, structure and language of each prescribed selection. Memorization of choice passages. Practice in oral reading.

Text for 1909: Scott's *Lady of the Lake* (Riverside Literature Series—Rolfe's ed., Houghton, Mifflin & Co.).

4. *English Grammar and Rhetoric*: A general knowledge of the High School Grammar. Definite instruction in the choice of words, in the structure of sentences and of paragraphs, and in the simple forms of narration, description and exposition.

Text books: Sykes' *Elementary English Composition* (The Copp, Clark Co.); *The High School Grammar*, revised edition (Canada Publishing Co.).

5. *History*: The leading events of Canadian and British History. Examinations in history will be so framed as to require comparison and the use of judgment on the student's part rather than the mere use of memory.

Text books: Duncan's "Canadian People" (Western Edition); Buckley and Robertson's *High School History* (The Copp, Clark Co.).

6. *Geography*: The general geography of the world; geography of Canada and the British Empire more particularly.

Text books: *The New Canadian Geography—Saskatchewan and Alberta edition* (W. J. Gage & Co.); Tarr's *Elementary Physical Geography* (Morang & Co.); Teacher's reference, Adam's *Commercial Geography* (G. N. Morang & Co.).

7. *Arithmetic and Mensuration*: Chapters I-X inclusive, and pages 250-287 inclusive.

Problems based on the work covered.

Text book: Hamblin Smith's *Arithmetic*—1907 edition (W. J. Gage & Co.).

8. *Algebra*: Definitions, elementary rules, simple equations of one, two and three unknown quantities, problems, factors, highest common factor, least common multiple, fractions, easy quadratics.

Text book: C. Smith's *Elementary Algebra*, chapters I to XIV inclusive (The Copp, Clark Co.).

9. *Geometry*: Euclid's *Elements*, Book I, with easy deductions.

Text book: Todhunter and Loney (The Copp, Clark Co.).

10. *Bookkeeping*: A knowledge of business forms, usages and correspondence; book-keeping by single and double entry.

Text book: Black's *Public School Book-keeping* (The Copp, Clark Co.).

11. *Botany and Agriculture: Botany*—(a) As in prescribed texts, omitting chapters VI, XII, XIV, XIX, XX, XXI, XXII, XXIII, and microscopic work; (b) A knowledge of the structure, function and relation of the root, stem, leaf, and flower of typical plants belonging to the orders Ranunculaceæ, Cruciferae, Leguminosæ, Rosaceæ and Liliaceæ. Determination of plants belonging to these orders. Field work by each student is essential. *Agriculture*—As in prescribed text.

Text books: Bergen's *Foundations of Botany without Key and Flora* (Ginn & Co.); *Agriculture* by James and McIntyre (Morang & Co.). Teacher's references: Spotton's *High School Botany*, Manitoba edition (W. J. Gage & Co.); Coulter's *Plant Relations* (Morang & Co.); Bailey's *Principles of Agriculture* (Morang & Co.).

12. *Physical Science*: As in chapters I to X inclusive of Merchant and Fessenden's *High School Physical Science*, Part I—revised edition (The Copp, Clark Co.).

13. *Drawing*: Representation, construction, decoration, as in Prang's *New Graded Course in Drawing for Canadian Schools*, Books I, II and III (W. J. Gage & Co.). Teacher's reference: *The Manual*.

14. *Latin*: Grammar, reading, composition; Lessons I to LXV inclusive of Henderson and Fletcher's *First Latin Book*. (The Copp, Clark Co.)

15. *French*: Grammar, reading, composition and conversation; Lessons I to XXXVI inclusive of Fraser and Squair's *French Grammar and Reader* (The Copp, Clark Co.).

16. *German*: Grammar, reading, composition and conversation; Lessons I to XXV inclusive of the *High School German Grammar and Reader* (The Copp, Clark Co.).

17. *Pedagogy*: An examination in pedagogy shall be held each year for such persons as apply for a renewal of their third class certificates. The examination shall be based upon the following texts: White's *School Management*; Tilley's *Methods in Teaching*.

The *obligatory* subjects of this standard are: Reading, English Composition, English Literature, English Grammar and Rhetoric, Geography, British and Canadian History, Arithmetic and Mensuration, Geometry, Botany and Drawing.

The *optional* subjects of this standard are: Algebra, Book-keeping, Agriculture, Physical Science, Latin, French and German.

The *examination* subjects for a Standard VI diploma are: English Literature, English Composition, British and Canadian History, Geography, Arithmetic and Mensuration, Algebra, Book-keeping, Botany and Agriculture, Physical Science, Drawing.

(NOTE:—Pupils in Standard VI who intend to proceed to a university should commence the study of the languages required for matriculation.)

Standard VII.

1. *Reading*: A general knowledge of the subject-matter of the books prescribed for reading. These books are for independent supplementary reading rather than for intensive study.

Books prescribed for 1909: Scott's *Talisman* (Macmillan's Pocket Classics); George Eliot's *Silas Marner* (Cassell's National Library, Copp, Clark Co.); Arnold's *Sohrab and Rustum* (Ten Cent Classics—Educational Publishing Co., Boston); Tennyson's *Idylls of the King* (Macmillan's Pocket Classics).

2. *English Composition*: Letter writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Work palpably defective in spelling, writing, punctuation or division into paragraphs will not be accepted at examinations. Instruction in the fundamental principles of rhetoric should be given in connection with this study.

3. *English Literature*: A thorough study of the subject-matter, structure and language of each prescribed selection. Memorization of choice passages.

Texts for 1909: Coleridge: *The Ancient Mariner*; Wordsworth: *Michael*, *Influence of Natural Objects*; Nutting, *Expostulation and Reply*, *The Tables Turned*, *The Solitary Reaper*, *Ode to Duty*, *Elegiac Stanzas, To the Rev. Dr. Wordsworth*, "She was a Phantom of Delight," *To the Cuckoo*, *The Green Linnet*, "Bright flower! whose home", *To a Skylark* ("Ethereal Minstrel! pilgrim of the skyl!"). *Reverie of Poor Susan*, *To my Sister*, "Three years she grew", September 1819, *Upon the same occasion*, and the following twelve sonnets: "Two Voices are there," "A flock of sheep that leisurely," "Earth hath not anything," "It is not to be thought of," "Fair Star of evening," "O friend, I know not," "Milton, thou shouldst," "When I have borne in memory," "Brook, whose society," "Scorn not the sonnet," "Tax not the royal saint," "They dream not of a perishable home," (W. J. Gage & Co., Copp, Clark Co., or Morang Educational Co.), Shakespeare's *Merchant of Venice* (Rolfe's ed.—American Book Co.).

4. *English Grammar and Rhetoric*: As in the High School Grammar. Definite instruction in the choice of words, in the structure of sentences and of paragraphs, and in the forms of narration, description, exposition and argument.

Text book: Syke's *Elementary English Composition* (The Copp, Clark Co.); *The High School Grammar*, revised edition (Canada Pub-

lishing Co.). Teacher's reference: Genung's Practical Rhetoric (Ginn & Co.).

5. *History*: Myer's General History—to the close of the Mediæval Period (p. 485); Bourinot's How Canada is Governed (Copp, Clark Co.).

6. *Arithmetic and Mensuration*: Hamblin Smith's Arithmetic—1907 Edition.

7. *Algebra*: Definitions, elementary rules, simple equations of one, two and three unknown quantities, problems, factoring, highest common factor, least common multiple, fractions, equations with fractions, quadratic equations, simultaneous equations of the second degree, powers and roots, indices, surds.

Text book: C. Smith's Elementary Algebra, chapters I to XX inclusive (The Copp, Clark Co.).

8. *Geometry*: Euclid, Books I, II and III; deductions.

Text book: Todhunter and Loney's Euclid (The Copp, Clark Co.).

9. *Physical Science*: Merchant and Fessenden's High School Physical Science, Part I—Revised Edition (The Copp, Clark Co.).

10. *Animal Life*: As in Jordan and Kellogg's Animal Life (Morang & Co.) especially Chapters I, II, IV, VI, VII, VIII, IX, XII, XIV, XV, XVI.

11. *Chemistry*: Mills' Chemistry for Schools (Gage & Co.).

12. *Latin*: Henderson & Fletcher's First Latin Book and Reader. Course in Grammar prescribed for Standard VI continued. Translation into Latin of easy phrases and sentences illustrating the rules of Latin syntax. Sight translation from easy prose authors. Special study of the texts prescribed.

Latin Texts for 1909: Cæsar's *Bellum Gallicum*, Book IV (chaps. 20 to 38) and Book V (chapters I to XXIII); Virgil's *Aeneid*, Book II (lines 1 to 505).

13. *French*: High School French Grammar and Reader. Course in Grammar prescribed for Standard VI continued to page 187. Translation from English into French of easy sentences and paragraphs. Sight translation from modern French authors. Special study of the following selections:

LAMENNAIS, *Paroles d'un Croyant*, Chaps. VII and XVII: PERRAULT, *Le Maître Chat ou Le Chat Botté*; DUMAS, *Un Nez Gelé*, and *La Pipe de Jean Bart*; ALPHONSE DAUDET, *La Dernière Classe*, and *La Chèvre de M. Seguin*; LEGOUVÉ, *La Patte de Dindon*; POUVILLON, *Hortibus*; LOTI, *Chagrin d'un Vieux Forçat*; MOLIERE, *L'Avare*, Acte III, Sc. 5 (*Est-ce à votre Cocher . . . sous la mienne*); VICTOR HUGO, *Waterloo*, Chap. IX: ROUGET DE L'ISLE, *La Marseillaise*; ARNAULT, *La Feuille*; CHATEAUBRIAND, *L'Exilé*; THÉOPHILE GAUTIER, *La Chimère*; VICTOR HUGO, *Extase*; LAMARTINE, *L'Automne*; DE MUSSET, *Tristesse*; SULLY PRUDHOMME, *Le Vase Brisé*; LA FONTAINE, *Le Chêne et le Roseau*.

French texts for 1909: Labiche, *le Voyage de Monsieur Perrichon*.

14. *German*: High School German Grammar and Reader. Translation from English into German of easy sentences and paragraphs. Sight translation from modern German authors. Special study of the following selections.

GRIMM, Rotkaeppchen; ANDERSON, Wie's der Alte macht, Das neue Kleid, Venedig, Rothschild, Der Baer; ERTL, Himmelschluessel; FROMMEL, Das eiserne Kreuz; BAUMBACH, Nicotiana, Der Goldbaum; HEINE, Lorelei, Du bist wie eine Blume; UHLAND, Schaefer's Sonntagsleid, Das Schloss am Meer; CHAMISSE, Das Schloss Boncourt; CLAUDIUS, Die Sterne, Der Riese Goliath; GOETHE, Mignon, Erlkoenig, Der Saenger; SCHILLER, Der Juengling am Bache.

German texts for 1909: Baumbach, Waldnovellen.

The *obligatory* subjects of this standard are: Reading, English Composition, English Literature, History, English Grammar and Rhetoric, Animal Life, Geometry, and Arithmetic and Mensuration.

The *optional* subjects of this standard are: Physical Science, Algebra, Chemistry, Latin, French and German.

The *examination* subjects for a Standard VII diploma are: English Composition, English Literature, History, English Grammar and Rhetoric, Geometry, Animal Life, Arithmetic and Mensuration, and any three of the following: Algebra, Physical Science, Chemistry, Latin, French or German.

(NOTE.—Students desiring standing equivalent to matriculation must select for examination the languages and other subjects prescribed therefor by the university.)

Standard VIII.

1. *Reading*: A general knowledge of the subject-matter of the books prescribed for general reading.

Books prescribed for 1909: Tennyson's Princess (Macmillan's Pocket Classics); Macaulay's Warren Hastings (Cassell's National Library—Copp, Clark Co.); Emerson's Essays—Nature, American Scholar, Friendship (Ten Cent Classics—Educational Publishing Co., Boston).

2. *English Composition*: Letter writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Work palpably defective in spelling, writing, punctuation, or division into paragraphs will not be accepted at examination. Instruction in the principles of rhetoric should be given in connection with this study.

3. *English Literature*: A thorough study of the subject-matter, structure and language of each prescribed selection. Memorization of choice passages.

Texts for 1909: Shakespeare's Merchant of Venice and Julius Cæsar (Rolfe's ed.—American Book Co.); Milton's Minor Poems (A. Flanagan Co., Chicago); Southey's Life of Nelson (Blaisdell-Ginn & Co.).

4. *English Language and History of Literature*:

Text books: Lounsbury's English Language, Part I, revised edition; Gummere's Handbook of Poetics (Ginn & Co.); Halleck's History of English Literature; Chapters I to VIII inclusive (American Book Company).

5. *History:*

Text books: Bagehot, *The English Constitution* (Kegan, Paul, Trench & Co.); Cunningham's *Outlines of English Industrial History* (The Macmillan Co.); Myer's *General History—Modern Age* (page 486).

6. *Algebra:* C. Smith's *Elementary Algebra* (The Copp, Clark Co.).

7. *Geometry:* Euclid, Books I, II, III, IV; definitions of Book V; propositions 1, 2, 3, A, 4, 33 of Book VI; deductions.

Text book: Todhunter and Loney (The Copp, Clark Co.).

8. *Trigonometry:* Murray's *Plane Trigonometry and Tables* (Longman's & Co.).

9. *Chemistry:* Inorganic Chemistry—Remsen's *Briefer Course* (Henry Holt & Co.).

10. *Physical Science:* *The Elements of Physics.*

Text book: *High School Physical Science, Part II, Revised Edition* (Copp, Clark Co.).

11. *Latin:*(1) *Authors—*

Latin Texts for 1909: HORACE: *Odes I and II*; CICERO: *In Catilinam III and IV*.

(2) *Grammar—*

BENNET: with special reference to Parts I to IV.

Composition—BRADLEY: *Arnold's Latin Prose Composition* (Exercises I to XXIII).

12. *French:*

(1) *Grammar and Composition.* Dictation and sight translation. *High School French Grammar.* A study of the irregular verbs and pages 187 to 336 inclusive, with associated exercises.

(2) An examination on Texts prescribed.

French Texts for 1909: Merimee, *Quatre Contes*, ed. by F.C.L. Steenderen (Holt & Co.).

13. *German.*

(1) *Grammar and Composition.* Dictation and sight translation. *High School German Grammar.*

(2) An examination on Texts prescribed.

German Texts for 1909: ZSCHOKKE, *Der tote Gast*.

The *obligatory* subjects of this standard are: Reading, English Composition, English Literature, English Language and History of Literature, History and Trigonometry.

The *optional* subjects of this standard are: Algebra, Geometry, Chemistry, Physical Science, Latin, French and German.

The *examination* subjects for a Standard VIII Diploma are: English Composition, English Literature (two papers), English Language and History of Literature, History, Trigonometry, *either*

Physical Science or Chemistry, and any *two* of the following: Algebra, Geometry, Latin, French or German.

(NOTE.—Students desiring university standing equivalent to the first year must select for examination the languages and other subjects prescribed therefor by the university.)

NORMAL SCHOOLS.

1. Before being granted a card of admission to a Normal School every applicant for training shall hold or be entitled to a Standard VI, VII or VIII diploma.

2. No card of admission shall be granted until the applicant has submitted to the department a certificate of moral character signed by a clergyman or some other responsible person.

3. Applicants for admission shall submit certificates to show that in the case of females they are over sixteen years of age and in the case of males over eighteen.

4. Any person who holds a card of admission and fails to be present on the opening day of the session shall forfeit his right to attend.

5. A session of a Normal School for the training of teachers for Third Class certificates shall be held at such time and place as may be deemed necessary or desirable by the Minister of Education.

COURSE OF STUDIES.

The course of studies for the training of teachers for the different grades of certificates shall be as follows:

Third Class Certificates.

1. *Pedagogy*: An outline study of the general principles underlying the art of teaching; application of these principles to teaching and government.

2. *School Management*: School organization, discipline, school tactics, classification of pupils, promotions, types of schools, etc. Text: White's School Management.

3. *School Law and Regulation*: Such portions of the School Ordinances and Regulations of the Department of Education as apply especially to teachers and pupils. Text: School Ordinances; Regulations of the Department.

4. *School Hygiene*: Topics relating to school work.

5. *Methods*: Lectures on methods of teaching each subject on the programme of studies prescribed for public schools. Text: Tilley's Methods in Teaching.

6. *Practice in Teaching*: Planning of lessons and practice teaching under supervision.

7. *Drawing*: Prang's New Graded Course for Canadian Schools.

8. *Music*: The King Edward Music Readers (First).

Second Class.

Psychology: Its relation to pedagogy, conditions, processes, and laws of mental development; its value to the teacher in the art of education. Text: Gordy's New Psychology.

School Management: Function of the school; school organization; discipline; school incentives; programmes; examinations, etc. Text: White's School Management.

School Law: Such portions of The School Ordinances and Regulations of the Department of Education as apply especially to teachers and pupils. Texts: The School Ordinances; Regulations of the Department of Education.

Methodology: Lectures on the presentation of each subject on the Course of Studies. Text: Tilley's Methods in Teaching.

Practice in Teaching: Planning of lessons; teaching under supervision.

School Hygiene: Lectures on personal and school hygiene; physical exercises; adaptation of exercises.

Music and Drawing: Theoretical and practical instruction. Texts: Prang's New Graded Course in Drawing for Canadian Schools. King Edward Music Readers (First and Second).

Manual Training: Practical instruction in modelling and constructive work, including blackboard drawing.

First Class.

Philosophy of Education: Nature, form and limits of education; education in its special elements—physical, intellectual and volitional training; particular systems. Text: Tompkin's Philosophy of Teaching.

History of Education: Leading systems of education; eminent educators. Text: Painter's History of Education.

Psychology: Scope of psychology; its relation to pedagogy; growth of consciousness as represented by attention, sensation perception, association, imagination, memory, etc.; discussion of fundamental pedagogic principles and their psychologic bases. Text: Halleck's Psychology and Psychic Culture.

School Management: Function of the school; school organization; discipline; incentives; courses of study; examinations, etc. Text: Tompkin's School Management.

School Law: A general knowledge of the School Ordinances and Regulations of the Department of Education.

Methodology: Lectures on the method of presentation of each subject on the course of studies.

Practice in Teaching: Planning of lessons; teaching under supervision.

School Hygiene and Sanitation: Lectures.

Theoretical and Practical Instruction in Music and Drawing. Texts: Prang's New Graded Course in Drawing for Canadian Schools. King Edward Music Readers (First and Second).

Manual Training: Practical instruction.

Reference Books For Normal Schools.

Science and Philosophy of Education: Boone's Science of Education; Horne's Philosophy of Education.

Psychology and Pedagogy: Dexter and Garlick's Psychology in the School-room; Sully's Teacher's Handbook of Psychology; White's Elements of Pedagogy; Betts' "The Mind and Its Education."

School Management: Fitch's Lectures on Teaching; Miller's School Management; Dewey's "School and Society."

History of Education: Davidson's History of Education; Kemp's History of Education.

Methods: Smith's Systematic Methodology; Hinsdale's "How to Study and Teach History"; Chubb's "The Teaching of English"; De Garmo's "Essentials of Method"; Clark's "How to Teach Reading in the Public School."

Drawing: Augsburg's "Drawing Books I, II and III"; Prang's "Text Books of Art Education"; Emery's "How to Enjoy Pictures"; Lucy Crane's "Art and Formation of Tastes."

Music: Normal Music Course (Silver, Burdett & Co.); Eleanor Smithe's Music Series.

Physical Culture: Bancroft's School Gymnastics.

Hygiene: Shaw's School Hygiene; New Century Series of Anatomy, Physiology and Hygiene, Nos. 2, 3, 4, 5; Blaisdell's "Our Bodies and How We Live."

Writing: Jackson's Theory and Practice of Handwriting.

Manual Training: Plastic Methods for Plastic Minds, Harbutt; Construction Work, Worst; Working Drawings of Models in Sloyd, Larson; Progressive Lessons in Needlework, Johnson; How to Make Baskets, White; Hand Loom Weaving, Todd.



NORWOOD SCHOOL, EDMONTON

APPENDIX E.

AUTHORIZED TEXT BOOKS, STANDARDS I-V.

APPROVED, AUGUST, 1908.

Readers: The Alexander Readers (Morang); The New Canadian Reader, Book V (W. J. Gage & Co.), The Dominion Readers, First (Part I, Part II), and Second—these are optional for Roman Catholic Separate Schools; Bilingual Series, First (Part I, Part II) and Second Readers—these are optional in schools where French is the vernacular; German Readers, Ahns' First and Second German Books.

Supplementary Readers: Standard I (Part I), Appleton's First Reader; (Part II), Sea Side and Way Side No. 1 (Animal Life), Bass' Nature Stories for Young Readers (Plant Life), Scudder's Verse and Prose for Beginners (No. 59 R.L.S.). Standard II, Sea Side and Way Side No. 2, Fables and Folk Stories (Nos. 47, 48, R.L.S.). Standard III, Sea Side and Way Side No. 3, Selections from Child Life in Poetry (No. 70, R.L.S.). Standard IV, John Burrough's Birds and Bees (No. 28, R.L.S.). Dickens' Christmas Carol (No. 57, R.L.S.). The use of supplementary readers is optional in all schools.

Copy Books: Gage's Practical System of Vertical Writing (To be discontinued when suitable slant series is procured.)

Arithmetic: Kirkland and Scott's Elementary Arithmetic, revised and enlarged edition.

Grammar: Goggin's New Elementary Grammar.

Geography: The new Canadian Geography (Alberta and Saskatchewan edition).

History: Duncan's "Canadian People" (Western edition); Symes & Wrong's English History.

Agriculture: Agriculture, by C. C. James and McIntyre.

Geometry: Hill's Lessons in Geometry.

Algebra: C. Smith's Elementary Algebra.

Book-keeping: Black's Public School Book-keeping.

Drawing: Prang's New Graded Course in Drawing for Canadian Schools, Books I and II.

Music: The Normal Music Course First and Second Readers, revised and enlarged; First Series of Charts, Second Series of Charts.

APPENDIX F.

THE RHODES SCHOLARSHIPS.

The trustees of the will of the late Mr. Cecil Rhodes issue the following memorandum for the information of educational authorities and intending candidates for scholarships in Canada:

The election of scholars in Canada under the Rhodes bequest will take place each year during the month of January. The scholars will begin residence at Oxford in October of the year for which they are elected.

Each scholarship is tenable for three years, and is of the value of £300 per annum.

Candidates shall be British subjects and unmarried. They must have passed their nineteenth, but not have passed their twenty-fifth birthday, on October 1st of the year for which they are elected.

An elected scholar must have reached at least the end of his sophomore or second year's work at some recognized degree-granting University or College of Canada.

Candidates may elect whether they will apply for the Scholarship of the Province in which they have acquired any considerable part of their educational qualifications, or for that of the Province in which they have their ordinary private domicile, home or residence. They must be prepared to present themselves for examination or election in the Province they select. No candidate may compete in more than one Province, either in the same or in successive years.

Only candidates who have passed an equivalent to the Oxford Responsions Examination including Greek or those who are exempted from Responsions by the Colonial Universities' Statute, are eligible for election.

NOTE.—The Colonial Universities' Statute provides that any University in the British Dominions may apply to Oxford University to be admitted to the privileges of the Statute. If the application is accepted, students who have taken a full course for two years at the Colonial University, are admitted to advance standing at Oxford, and are excused from Responsions.

To aid in making a choice each qualified candidate is required to furnish to the Chairman of the Committee of Selection—

- (a) A certificate of age;
- (b) A full statement of his educational career at School and College; his record in athletics, and such testimonials from his masters at School and his professors at College, in reference to the qualities indicated by Mr. Rhodes, as will assist the judgment of the Committee of Selection.

Each candidate should personally present himself to the Committee of Selection before a final decision is made, unless specially excused by the Committee itself, in which case a statement of the reasons should be sent to the Trustee.

The Scholarship will be paid in four quarterly instalments the first on beginning residence at Oxford, and thereafter terminally on the certificate of the College that the work and conduct of a student have been satisfactory. Without such a certificate the Scholarship lapses.

For the information of students who are not excused from Responsions under the regulations contained in the foregoing memorandum, the following particulars regarding this examination are given:

EXTRACTS FROM MR. RHODES' WILL.

The following extracts from Mr. Rhodes' will, which indicate the purpose of the scholarships, will doubtless be of interest:

Whereas, I consider that the education of young colonists at one of the universities in the United Kingdom is of great advantage to them for giving breadth to their views, for their instruction in life and manners, and for instilling into their minds the advantage to the colonies as well as to the United Kingdom of the retention of the unity of the Empire; and whereas, in the case of young colonists studying at a University in the United Kingdom, I attach very great importance to the university having a residential system such as is in force at the universities of Oxford and Cambridge, for without it those students are, at the most critical period of their lives, left without any supervision; and whereas, there are at the present time fifty or more students from South Africa studying at the University of Edinburgh, many of whom are attracted there by the excellent medical school, and I should like to establish some of the scholarships hereinafter mentioned in that university, but owing to its not having such a residential system as aforesaid, I feel obliged to refrain from doing so; and whereas, my own university, the University of Oxford, has such a system, I suggest that it should try to extend its scope so as, if possible, to make its medical school at least as good as that at the University of Edinburgh; and whereas, I also desire to encourage and foster an appreciation of the advantages which I implicitly believe will result from the Union of the English-speaking peoples throughout the world, and to encourage in the students from the United States of America, who will benefit from the American scholarships to be established for the reason above given at the University of Oxford under this my will, an attachment to the country from which they have sprung, but without, I hope, withdrawing them or their sympathies from the land of their adoption or birth: Now, therefore, I direct my trustees as soon as may be after my death, and either simultaneously or gradually as they shall find convenient, and if gradually, then in such order as they shall think fit, to establish for male students the scholarships hereinafter directed to be established, each of which shall be of the yearly value of £300, and be tenable at any college in the University of Oxford for three consecutive academical years.

My desire being that the students who shall be elected to the scholarships shall not be merely bookworms, I direct that in the election of a student to a scholarship regard shall be had to (i) his literary and scholastic attainments, (ii) his fondness of and success in many outdoor sports, such as cricket, football, and the like; (iii) his qualities of manhood, truth, courage, devotion to duty, sympathy for the protection of the weak, kindness, unselfishness, and fellowship; and (iv) his exhibition during school days of moral force of character and of instincts to lead and to take an interest in his school mates, for those latter attributes will be likely in after life to guide him to esteem the performance of public duties as his highest aim. As mere suggestions for the guidance of those who will have the choice of students for the scholarships, I record that (i) my ideal qualified student would combine these four qualifications in the proportions of three-tenths for the first, two-tenths for the second, three-tenths for the third and two-tenths for the fourth qualifications, so that, according to my ideal, if the maximum number of marks for any scholarship were 200 they would be apportioned as follows: Sixty to each of the first and third qualifications and forty to each of the second and fourth qualifications; (ii) the marks for the several qualifications would be awarded independently as follows (that is to say): The marks for the first qualification by examination, for the second and third qualifications, respectively, by ballot by the fellow students of the candidates, and for the fourth qualification by the head master of the candidate's school; and (iii) the results of the awards (that is to say, the marks obtained by each candidate for each qualification) would be sent as soon as possible for consideration to the trustees or to some person or persons appointed to receive the same, and the person or persons so appointed would ascertain by averaging the marks in blocks of twenty marks each of all candidates the best ideal qualified students.

No student shall be qualified or disqualified for election to a scholarship on account of his race or religious opinions.

Except in the case of the four schools hereinbefore mentioned, the election to scholarships shall be by the trustees, after such (if any) consultation as they shall think fit with the minister having the control of education in such colony, province, state or territory.

A qualified student, who has been elected as aforesaid shall, within six calendar months after his election or as soon thereafter, as he can be admitted into residence, or within such extended time as my trustees shall allow, commence residence as an undergraduate at some college in the University of Oxford.

The scholarships shall be payable to him from the time when he shall commence such residence.

I desire that the scholars holding the scholarships shall be distributed among the colleges of the University of Oxford; and not resort in undue numbers to one or more colleges only.

Notwithstanding anything hereinbefore contained, my trustees may, in their uncontrolled discretion, suspend for any such time as they shall think fit, or remove any scholar from his scholarship.

In order that the scholars, past and present, may have opportunities of meeting and discussing their experiences and prospects, I desire that my trustees shall annually give a dinner to the past and present scholars able and willing to attend, at which I hope my trustees, or some of them, will be able to be present, and to which they will, I hope, from time to time invite as guests persons who have shown sympathy with the views expressed by me in this my will.

APPENDIX G.

EXAMINATIONS, 1908

STANDARD V.

LITERATURE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { P. H. THIBAUDEAU, B.A.
C. H. RUSSELL, B.A.

Values

1. "A people's voice! *we are a people yet.*
 Tho' all men else their *nobler dreams* forget,
 Confused by *brainless mobs* and lawless powers:
 Thank Him who isled us here and roughly set
 His Briton in *blown seas* and storming showers,
 We have a voice with which to pay the debt
 Of boundless love and reverence and regret
 To those great men who fought and kept it ours.
 And keep it ours, O God, from *brute control*;
 O statesmen guard us, guard the eye, the soul
 Of Europe, keep our noble England whole
 And save the one true seed of freedom sown
 Betwixt a people and their ancient throne,
 That sober freedom out of which there springs
 Our loyal passion for our *temperate* kings;
 For, saving that, ye help to save mankind
 Till public wrong be crumbled into dust
 And drill the raw world for the *march of mind*
 Till crowds at length be sane and crowns be just."
- 5 (a) Give the principal thought contained in this extract,
 and show its connection with the subject of the
 whole poem.
- 6 (b) Pick out two figures of speech and comment on their
 suitability.
- 10 (c) Show the meaning and force of the italicized.
- 6 (d) In a short paragraph outline the character of the hero
 as learned from this poem.
- 6 2. (a) Describe briefly the midnight ride from Ghent to Aix
 of the three messengers.
- 6 (b) Scan any two lines you can recall, and remark on
 the adaptation of the metre to the theme.

- 6 (c) Write an imaginary account of a state of affairs at Ghent and at Aix requiring the speedy despatch of the messengers.
3. Name the selection from which each of the following is taken, and give the relation of the thought of the passage to the central thought of the whole poem:
- 4 (a) "The poor make no new friends."
- 4 (b) "Oh, let us keep the soul embalm'd and pure
In living virtue that, when both must sever,
Although corruption may our frame consume
The immortal spirit in the skies may bloom!"
- 4 (c) "And I can listen to thee yet,
Can lie upon the plain
And listen till I do beget
That golden time again."
- 4 (d) "Whence is't Mæcenas that so few approve
The state they're placed in and incline to rove?"
- 4 (e) "I laugh not at anothers losse.
I grudge not at anothers gaine."
4. There are who ask not if thine eye
Be on them, who in love and truth
Where no misgiving is rely
Upon the *genial sense of youth*:
Glad hearts! without reproach or blot,
Who do thy work and know it not;
Oh! if through *confidence misplaced*
They fail, thy saving arms, dread power!
around them cast.
- 6 (a) Give the subject of this extract. Has the stanza unity? Justify your answer.
- 6 (b) Explain the italicized.
- 6 (c) Pick from this, or other stanzas of the poem, two of the best expressions in it. Show their beauty of form or thought.
5. Complete the stanza commencing—
- 15 "Then hail to the day it is with memories crowded."

or

The stanzas beginning—

"Like a poet hidden" and "Yet if we could scorn."

6. "One writes that 'Other friends remain,'
That 'Loss is common to the race'
And common is the commonplace,
And vacant chaff well meant for grain.
That loss is common would not make
My own less bitter, rather more:
Too common! Never morning wore
To evening but some heart did break.
- 5 (a) What was the occasion of the writing of this poem?
- 6 (b) Explain line 3, and line 4.

- 8 (c) Describe the picture of the father, mother and maiden in this poem.
7. Canada and the United States.
- 6 (a) Who is the speaker? Give the circumstances of the speech as to time, place and purpose of the gathering.
- 6 (b) Give briefly the speaker's place in history as an author and statesman.
- 6 (c) What line of thought is followed by the speaker?
8. The first of our society is a gentleman of Worcestershire of ancient descent, a baronet, his name is Sir Roger de Coverley. His great grandfather was inventor of that famous country dance which is called after him. All who know that shire are very well acquainted with the parts and merits of Sir Roger. He is a gentleman that is very singular in his behaviour, but his singularities proceed from his good sense and are contradictions to the manners of the world only as he thinks the world is in the wrong. However, this humour creates him no enemies, for he does nothing with sourness or obstinacy, and his being unconfined to modes and forms makes him but the more capable to please and oblige all who know him.
- 3 (a) Who is the author? Name other essays of his that you have read.
- 3 (b) What is the topic of this paragraph?
- 4 (c) In what sense is the word "gentleman" used in this essay? In what sense do we use it?
- 5 (d) What qualities would lead a man to be rather esteemed than beloved?

STANDARD V.

COMPOSITION.

TIME—TWO HOURS.

EXAMINERS { JAS. C. MILLER, B.S.
J. F. BOYCE, B.A.*Values*

1. "1. An attempt made by the government of Madras to relieve the place (Arcot) failed. 2. The fame of the defence, however, aroused to activity a body of six thousand Mahrattas, who had been hired to assist Mahommed Ali but had been deterred by the apparent invincibility of the French troops. 3. The besiegers determined to carry the fort by storm before the arrival of these reinforcements. 4. Clive had received secret intelligence of the design, had made arrangements and, exhausted by fatigue, had thrown himself on his bed. 5. He was awakened by the alarm and was instantly at his post. 6. The enemy advanced driving before them elephants

whose foreheads were armed with iron plates. 7. It was expected that the gates would yield to the shock of these living battering-rams. 8. But the huge beasts no sooner felt the English musket balls than they turned round and rushed furiously away trampling on the multitude which had urged them forward. 9. A raft was launched on the water which filled one part of the ditch. 10. Clive, perceiving that his gunners at that post did not understand their business, took the management of a piece of artillery himself and cleared the raft in a few minutes. 11. Where the moat was dry the assailants mounted with great boldness, but they were received with a fire so heavy and so well directed that it soon quelled the courage even of fanaticism and of intoxication. 12. The rear ranks of the English kept the front ranks supplied with a constant succession of loaded muskets, and every shot told on the living mass below. 13. After three desperate onsets the besiegers retired behind the ditch."

- 2 (a) State the topic of the foregoing paragraph.
- 12 (b) Show the general bearing of each sentence upon the topic and upon each other.
- 11 (c) Examine the paragraph and show whether or not the thoughts follow each other in natural order.

- 15 2. Explain fully the thought contained in *one* of the following selections:

- (a) "The heights by great men reached and kept
Were not attained by sudden flight,
But they, while their companions slept,
Were toiling upward in the night."

—Longfellow.

- (b) "Believe me when I tell you that thrift of time will repay you in after life with a usury of profit beyond your most sanguine dreams, and that the waste of it will make you dwindle, alike in intellectual and moral stature, beyond your darkest reckonings."

—Gladstone.

- (c) "Small service is true service while it lasts;
Of friends, however humble, scorn not one;
The daisy, by the shadow that it casts,
Protects the lingering dewdrop from the sun."

—Wordsworth.

- 3. Mr. and Mrs. Jones have received an invitation from Mr. and Mrs. Brown, to dinner at six o'clock on Friday evening, July 10th.

- 5 (a) Write the invitation.
- 5 (b) Write an informal acceptance of the invitation.

N.B.—Do not use your own name or address.

- 4. H. T. Patrick of Winnipeg sends an order for the following goods to Brown Bros. of Toronto. He encloses an Express Money Order in payment for same and wishes the goods shipped by freight:

5 bags Brown Sugar, at \$5.50 per bag.
 10 bbls. Apples, at \$2.00 per bbl.
 25 lbs. Coffee at 40 cts. per lb.
 2 bbls. Salt, at \$1.00 per bbl.

- 10 (a) Write the letter H. T. Patrick would send to Brown Bros.
- 40 5. Write a composition of not more than thirty lines on one of the following topics:
- (a) Spring.
 - (b) Patriotism.
 - (c) A railway experience.
 - (d) In the woods at night.
 - (e) A runaway.

STANDARD V.

GRAMMAR.

TIME—TWO HOURS.

EXAMINERS { J. W. BROWN, B.A.
P. H. THIBAUDEAU, B.A.*Values*

Tears, idle tears, I know not what they mean,
 Tears from the depth of some divine despair
 Rise in the heart, and gather to the eyes,
 In looking on the happy Autumn-fields,
 And thinking of the days that are no more.
 Fresh as the first beam glittering on a sail,
 That brings our friends up from the underworld,
 Sad as the last which reddens over one
 That sinks with all we love below the verge;
 So sad, so fresh, the days that are no more.

- 18 1. Write in full from this extract, and give the kind and relation of the subordinate clauses.
- 12 2. Make a list of the prepositional phrases and state the relation of each.
- 15 3. Explain the use of *what* (l. 1), *thinking* (l. 5), *Fresh* (l. 6), *up* (l. 7), *all* (l. 9).
- 5 4. (a) Write the plural forms of—
 Potato, valley, baby, mother-in-law, hoof.
- 5 (b) Give the comparative and the superlative forms of—
 noisy, old, good, pretty, sweetly.
- 5 (c) Give the principal parts of—
 lie, lay, flow, fly, go.
- 5 (d) Write the corresponding masculine or feminine of—
 maiden, countess, tailor, witch, his.
- 12 5. Insert in each blank the proper form of pronoun ("who" or "whom") and give the reason for your choice:—

- (a) ———do you mean?
 (b) I do not know———to ask.
 (c) ———was that talking to you?
 (d) ———do you think she is?
- 12 6. Write brief grammatical notes on the italicized words in the following:
 (a) They made John *King*.
 (b) We can *but* die.
 (c) *There* was an apple on the table.
 (d) *It* has been snowing.
- 11 7. Write a compound sentence, the first member of which is simple and the other member complex.

— — —

STANDARD V.

ORTHOEPY AND SPELLING.

TIME—ONE HOUR.

EXAMINERS { C.H. RUSSELL, B.A.
 { P. H. THIBAUDEAU, B.A.

Values

- 30 1. Write the passage dictated by the presiding examiner:
 (*New Canadian Reader, Book V, page 326, "On this occasion.....on the morrow."*).
- NOTE.—This is not to be seen by the candidates. It is to be read to them three times; the first time to enable them to gather the meaning; the second time to enable them to write the words; the third time for review. Candidates are not permitted to re-write the passage.
- 6 2. Divide the following words into syllables and mark the accents: Participle, municipal, horizon, patriotism, interesting, electricity.
- 8 3. Write sentences showing clearly the difference between: emigrate, immigrate; loose, lose; principal, principle; council, counsel.
- 2 4. (a) Distinguish between *abbreviation* and *contraction*.
 6 (b) Give the meanings of the following: ult., P.S., via, i.e., Hon., viz.
5. Name a derivative formed by the use of each of the following;
 8 (a) The prefixes *be, mis, fore, over*.
 (b) The suffixes *er, less, ling, ly*.

STANDARD V.

ARITHMETIC.

TIME—TWO AND ONE-HALF HOURS.

EXAMINERS { G. E. ELLIS, B.A.
JOHN ROSS, B.A.*Values*

- 18 1. A farmer has three bins of grain holding 2303 bus., 3738 bus. and 2891 bus. respectively. Find the capacity of the largest measure that will exactly measure all three. If a wagon will carry 22 of these measures, how many trips will the farmer have to make to market all his grain?
- 10 2. (a) Simplify $\frac{2\frac{1}{2} - \frac{1}{3} \text{ of } 1\frac{1}{5} + \frac{4}{5}}{\frac{3}{5} + \frac{1}{3} \text{ of } \frac{5}{8} \div \frac{4}{6} \times \frac{12}{25}}$
- 10 (b) Divide $\frac{1}{4} + \frac{1}{8} + \frac{1}{12} + \frac{1}{16} + \frac{1}{20}$ by $\frac{1}{6} + \frac{1}{10} + \frac{1}{18} + \frac{1}{30}$ and express the result as a decimal.
- 20 3. A cow is tethered to a stake in the centre of a square lot by a rope 35 meters long. If her rope allows her to just reach the edge of the field, find in ares the area of that portion of the field over which she does not graze.
- 18 4. Coal at the mine is worth \$1.80 per ton, and the cost of hauling it is \$1.00 per ton. If the coal merchant makes $12\frac{1}{2}\%$ on his whole outlay, find the selling price of a load weighing 6,400 lbs.
- 19 5. A provision merchant sends his agent in Winnipeg \$2,000, instructing him to purchase tea @ 33 1-3c. per lb. after deducting his commission of 2%. How many lbs. of tea were bought?
- 19 6. A cargo of goods is insured for $\frac{5}{8}$ of its value. If the premium paid is \$100 and the rate 2%, find the value of the cargo.
- 16 7. John Smith makes the following purchases from the A. McDonald Co., Winnipeg:
Jan. 1, '08: 3lbs. tea @ 35c; Jan. 3, '08: 20 lbs. sugar @ 6c.; Jan. 6: 15 yds. print @ 7 $\frac{1}{2}$ c.; Jan. 15: 200 lbs. potatoes @ 90c per bus. The bill is paid Jan. 31, 1908. Make out the bill and receipt it.
- 20 8. A six foot side walk is built around a block 300ft. $\times$ 500 ft. with 2" material. The walk is laid on 3 stringers 2" $\times$ 6". If the labour is worth \$4.50 per rod, and the lumber is worth \$18 per 1,000 ft., find the total cost of the walk.

STANDARD V.

GEOMETRY.

TIME—TWO HOURS.

EXAMINERS { J. A. SMITH, B.A.
P. H. THIBAudeau, B.A.*Values*

- 6 **1.** (a) Define a solid, surface, line, point. What are the dimensions of each?
- 4 (b) Illustrate the facts, that a surface is no part of a body, and that a line is no part of a surface.
- 4 **2.** (a) How are space magnitudes generated by motion?
- 4 (b) What space magnitudes are generated by the following?
- (i) A straight line slides along the rails of a railroad.
- (ii) A straight line slides around the tires of two carriage wheels on the same axle (always keeping in contact with both tires).
- 4 **3.** (a) What is meant by drawing to a scale?
- 5 (b) Which scale reduces lines the more,—a scale of 1 inch to 1 mile or a scale of 1 centimetre to 1 kilometre?
- 8 (c) A ditch is 6 ft. wide at the bottom and 12 feet wide at the top. The slant depth is 5 feet. Draw to a scale (naming it) a cross section of the ditch and find by measurement the perpendicular depth.
- 3 **4.** (a) Upon what does the magnitude of an angle depend?
- 8 (b) Bisect a given angle.
- 8 (c) At a given point in a straight line construct an angle equal to a given angle. Use ruler and compasses.
- 6 **5.** (a) Define complementary angles, supplementary angles, adjacent angles, giving examples of each.
- 5 (b) Show that the bisectors of adjacent angles are at right angles to each other.
- 6 **6.** (a) Classify triangles with respect to (1) sides, (2) angles.
- 6 (b) Construct a triangle having given the length of the three sides.
- 6 **7.** (a) Explain clearly, angle of elevation, angle of depression.
- 7 (b) A man 75 ft. from the bank of a stream observes the angle of elevation of the top of the tree on the opposite bank to be 45° . Walking in the direction of the tree to the bank, he finds the angle of elevation to be 60° . What is the height of the tree and the breadth of the river?
- 5 **8.** (a) Classify parallelograms, defining each class.
- 5 (b) Distinguish inscribed and circumscribed figures.

STANDARD V.

BRITISH AND CANADIAN HISTORY.

TIME—TWO HOURS.

EXAMINERS { J. W. BROWN, B.A.
J. E. LOUCKS, B.A.*Values*

- 12 1. Show how, in the Canadian Parliament, the representation is so regulated as to secure "Representation by Population" for the different Provinces.
- 12 2. What are taxes?
How does the Government of Alberta obtain a revenue?
For what purposes is it expended?
- 12 3. Give an account of the life of Champlain.
- 16 4. Name the principal provisions of the following treaties:
Treaty of Paris, 1763.
Ashburton Treaty, 1842.
Reciprocity Treaty, 1854.
Washington Treaty, 1871.
- 12 5. (a) What grievances led to the Rebellion of 1837?
(b) What suggestions did Lord Durham make in his report for the removal of these grievances?
- 12 6. Write notes on the following:
(a) The Great Charter.
(b) Simon de Montfort.
(c) Bosworth Field.
- 12 7. Sketch the reforms associated respectively with John Howard, Wilberforce, Cobden and Romilly.
- 12 8. Relate the causes, most important events and results of—
(a) The Crimean War.
or
(b) The Indian Mutiny.

STANDARD V.

ALGEBRA.

TIME—TWO HOURS.

EXAMINERS { JOHN ROSS, B.A.
G. E. ELLIS, B.A.*Values*

- 10 1. Define each of the following and illustrate each by an example: factor, equation, index or exponent, numerical co-efficient, homogeneous expression.

2. Remove the brackets from the following:
- 10 $5x - 2[3y + 3\{4z - 5(2x + 3y - 4z) - \overline{3x - 4y - 8z}\}]$
3. Collect in brackets the co-efficients of like powers of x .
- 6 (a) $cx^2 + 2cx + b^2z^2 - d^2x^2 - dx - a^2z^2$.
- 6 (b) $ax - ay - az - bx - by + bz - cx + cy - cz$.
4. Bracket like powers of x in the following so that the signs before may be (1) positive, (2) negative:
- 5+5 $ax^3 + 5x^2 - 5x + 2x - cx^2 - x^3$.
5. Show that—
- 6 $\{(ac + bd)^2 + (ad - bc)^2\} \{(ac + bd)^2 - (ad + bc)^2\} = (a^4 - b^4)(c^4 - d^4)$.
6. Divide—
- 5 (a) $x^4 + x^3 + 7x^2 - 6x + 8$ by $x^2 + 2x + 8$.
- 5 (b) $x^6 - y^6$ by $x - y$.
- 5 (c) $1 - a^3 - 8x^3 - 6ax$ by $1 - a - 2x$.
7. Solve the equations—
- 6 (a) $\frac{7x}{5} - \frac{x - 11}{14} = \frac{3(x - 25)}{7} + 34$
- 6 (b) $\frac{1}{2}[x + \frac{1}{3}\{(x - 5) + \frac{1}{4}(x + 1)\}] = 2\frac{3}{4}$.
- 5 8. (a) If $x = 1$, $y = 3$, $z = 5$, $w = 0$ find the value of—
 $\sqrt{3xy} + \sqrt{5xz} + \sqrt{3yw}$.
- 4 (b) If $x = 2$, show that $2x^3 - 11x^2 + 17x - 6 = 0$.
- 8 9. There are two numbers, the sum of which is 50, and the sum of one-half the less and one-third the greater is 20. Find the numbers.
- 8 10. Two-thirds of A's money is equal to B's, and three-fifths of B's is equal to C's; in all they have \$4,440. Find how much money each of them has.

STANDARD V.

GEOGRAPHY.

TIME—TWO HOURS.

EXAMINERS { J. F. BOYCE, B.A.
JAS. C. MILLER, B.S.*Values*

- 25 1. Draw a map of that part of Canada lying west of Hudson Bay indicating on it the following:
- (a) The drainage and the large lakes of the great central plain.

- (b) The provinces and the districts.
 - (c) The timber and mineral areas of British Columbia.
 - (d) The open prairie and the wooded areas of the prairie provinces.
 - (e) The location of the mineral resources of Alberta.
- 10 2. Indicate the general distribution throughout the world of the races of mankind and compare the people of the respective regions as to general progress and civilization.
- 15 3. Make a list of the chief products of Alberta. State the articles of commerce we send to and those we receive from (i) British Columbia, (ii) Eastern Canada, (iii) foreign countries.
- 8 4. Account for the fact that the Sahara of Northern Africa is a desert while India, Southern Europe and the Southern United States in almost the same belt are fertile.
- 10 5. (a) Name the great (i) wheat, (ii) live stock producing regions of the world.
(b) Trace the trade routes by which these products reach their market.
- 12 6. Compare China and the United States with respect to climate, surface, river systems, products and resources, manufactures and industries, people.
- 12 7. Give a general comparison of Eurasia and North America under the headings,—structure, drainage, coast line, productive districts.
- 8 8. Point out the considerations that determine the location of large cities and discuss the importance of Montreal, Halifax, Quebec and Toronto to Canada.

STANDARD V.

NATURE STUDY AND AGRICULTURE.

TIME—TWO HOURS.

EXAMINERS { JAS. C. MILLER, B.S.
J. W. BROWN, B.A.

Values

- 10 1. What are the essential conditions for healthy plant growth?
- 15 2. Describe the bean or the pea plant in its successive stages of growth, using sketches for illustration.
- 15 3. Of what use to the plant are the roots, the stem, the leaves, the flower and the seed? Show how each is well adapted to perform its function.

- 10 4. (a) Describe the successive operations in the preparation of a virgin prairie soil for seeding. Give the purpose of each operation and the names of the implements generally used.
- 8 (b) Why do farmers give attention to the following—summer fallow, fertilizers, drainage, rotation of crops?
- 12 5. Why are certain plants considered weeds? Make a list of the common weeds that grow in Alberta. Select the one you consider the most troublesome and describe the best method of destroying it.
- 10 6. Write a description of any *one* of the following, telling how it is adapted to its mode of life:
- (a) Hawk.
- (b) Bee.
- (c) Wolf.
- (d) Butterfly.
- 10 7. Write a note on the process of obtaining butter, dealing with the various stages in the process and the special precautions necessary at each stage in order to be sure of a first class product.
- 10 8. Write a note on the value of trees. Suggest the best method of planting young shoots and of transplanting young trees.

STANDARD V.

DRAWING.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS { P. H. THIBAudeau, B.A.
C. H. RUSSELL, B.A.

NOTE.—Use drawing paper in sheets of convenient size, without folding, for the examination envelope, using one sheet for each question; make the drawing as large as the paper will allow.

Values

- 12 1. Make a complete drawing of the group.
(*The presiding examiner will arrange a cup and pail on a chair.*)
- 13 2. Represent a boy sitting at a desk writing; point of view, from the boy's left.
- 10 3. Draw a half orange or a half watermelon, showing the cut surface.
- 10 4. Draw a book lying open, to your left and below the level of the eye.
- 7 5. (a) Show a pattern suitable for floor tiling.
- 8 (b) Sketch a dog's head.

STANDARD VI.

ENGLISH LITERATURE.

TIME—THREE HOURS.

EXAMINERS { J. E. LOUCKS, B.A.
J. A. SMITH, B.A.*Values*

1. The pitying *Duchess* praised its *chime*,
And gave him heart, and gave him time,
Till every string's according glee
Was blended into harmony.
And then, he said, he would full fain
He could recall an ancient strain
He never thought to sing again.
It was not framed for village churls,
But for high dames and mighty earls;
He had played it to *King Charles the Good* 10
When he kept court in *Holyrood*;
And much he wished, yet feared to try,
The long-forgotten melody.
Amid the strings his fingers strayed,
And an uncertain warbling made, 15
And oft he shook his hoary head.
But when he caught the measure wild,
The old man raised his face and smiled;
And lightened up his faded eye
With all a poet's ecstasy! 20
In varying cadence, soft and strong,
He swept the sounding chords along:
The present scene, the future lot,
His toils, his wants, were all forgot;
Cold diffidence and age's frost 25
In the full tide of song were lost;
Each blank, in faithless memory void,
The poet's glowing thought supplied;
And, while his harp responsive rung,
'Twas thus the latest minstrel sung. 30
- 4 (a) Give in your own words the exact substance of the
extract.
- 19 (b) Explain clearly the meanings, and allusions (if any),
of the italicized passages.
- 8 (c) What purpose did Scott have in placing this poem
"The Lay of the Last Minstrel" in the mouth of
the Old Minstrel? Did he succeed in this purpose,
or not? Explain fully.
- 6 (d) Describe the metre and versification of the poem.
Scan lines 10 to 13 inclusive.
- 8 2. (a) Describe William of Deloraine's ride from Brank-
some Hall to Melrose Abbey.
- 6 (b) What was his mission? How did he succeed with it?
- 16 3. Quote sixteen lines commencing,—
"If thou would'st visit fair Melrose aright," or
"Breathes there a man with soul so dead."

- 4 4. (a) "Tears of an imprisoned maiden
Mix with my polluted stream;
Margaret of Branksome, sorrow-laden,
Mourns beneath the moon's pale beam."
- 4 (b) "For mass or prayer can I rarely tarry,
Save to patter an Ave Mary,
When I ride on a Border foray."
- 4 (c) "Love rules the court, the camp, the grove,
And men below and saints above,
For love is heaven, and heaven is love."
- 4 (d) "He led a small and shaggy nag,
That through a bog, from hag to hag,
Could bound like any Billhope stag."
- 4 (e) "Not you but Fate has vanquished me;
Their influence kindly stars may shower
On Teviot's tide and Branksome's tower,
For pride is quelled and love is free."
- Explain each extract carefully and state definitely the thought—context.
- 10 5. Explain clearly and as fully as possible what purpose the supernatural element serves in the poem.
- 12 6. (a) Write accounts of the combats between William of Deloraine and Lord Cranstoun, and between Lord Cranstoun and Richard Musgrave.
- 6 (b) Show how each of these were necessary in the progress of the plot.
- 9 7. Describe the goblin page. What is his part in the story?
- 8 8. Give the story of Lord Branksome's conquest of Eskdale; and also the story of "Rosabelle."
- 8 9. Contrast the characters of Lord Howard and Lord Dacre. Why were they about to attack Branksome Hall? Why were they so ready to agree upon the "Trial by Combat"?
- 10 10. Critics state that the sixth Canto might well have been omitted.
Give arguments for and against this criticism.

STANDARD VI.

ESSAYS.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS { JAS. C. MILLER, B.S.
J. F. BOYCE, B.A.

Values

A

- 35 (1). Enoch Arden's return home.
(2) A character sketch of Ichabod Crane.
(3) The "quilting frolic" at Baltus Van Tassel's home.
(4) The disappearance of Ichabod Crane.

B

- 40 (1) Christmas Time.
 (2) An imaginary trip in an air ship.
 (3) A story told by the school clock.
 (4) Springtime:
 "Now fades the last long streak of snow,
 Now burgeons every maze of quick
 About the flowering squares, and thick
 By ashen roots the violets blow."

STANDARD VI.

BRITISH AND CANADIAN HISTORY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. W. BROWN, B.A.
 J. E. LOUCKS, B.A.

Values

- 15 1. Describe the settlement of the Jutes, Saxons and Angles in Britain, and briefly relate how they all came to be united into one Kingdom.
- 15 2. Sketch the reign of William I under the following heads:
 (a) Change in tenure of land.
 (b) Attitude of the Normans towards the English.
 (c) Revolts of the English.
- 12 3. What advances were made in England during the reign of Elizabeth in mercantile enterprise, and in English literature?
- 12 4. Narrate the struggles from 1830 to 1832 over the Reform Bill and point out the change in the political life of England which this Bill produced.
- 15 5. Trace the development of the Canadian Constitution since 1763, showing the chief changes made by successive constitutional Acts.
- 15 6. Explain the Canadian Federal System of Government.
- 16 7. Write notes on:
 (a) The Joint High Commission 1871.
 (b) Reciprocity Treaty 1854.
 (c) Habeas Corpus Act.
 (d) Bill of Rights.

STANDARD VI.

GEOGRAPHY.

TIME—TWO HOURS.

EXAMINERS { J. F. BOYCE, B.A.
JAS. C. MILLER, B.S.*Values*

- 12 **1.** Write concise notes on the chief industries and manufactures of Ontario and the eastern provinces of Canada.
- 20 **2.** Draw an outline map of Canada—full size of sheet—indicating on it the provinces and their capitals, the highlands, four great river systems, the water-ways of commerce (including canals), the main line of the C.P.R., C.N.R., and G.T.P.
By marking on the map or by a brief note indicate the chief fruit growing, stock raising, timber and mineral areas.
- 8 **3.** Of what advantage to Alberta would the proposed Georgian Bay Ship Canal or the Hudson Bay Railway be?
- 8 **4.** Compare Africa and Australia with respect to structure, rainfall, desert regions, animal life.
- 6 **5.** (a) From the viewpoint of strategic importance arrange the British possessions of the world in great groups. Give reasons for the grouping suggested.
- 6 (b) Show the commercial importance of each group to the Empire.
- 4 (c) Comment upon the nature of the trade carried on between Canada and lands beyond the Pacific.
- 6 **6.** (a) What conditions must be taken into account in the consideration of climate?
- 6 (b) Account for the difference in climate of Vancouver and Lethbridge.
- 8 **7.** Write concise notes on the tides under the headings.—causes, practical benefits, inconveniences, special conditions affecting the height.
- 8 **8.** Trace the development of a river from youth to maturity illustrating your answer by reference to the Nelson-Saskatchewan system.
- 8 **9.** Write on any *two* of the following:
 (a) The vastness and symmetry of the solar system.
 (b) The disastrous influence of man in the destruction of forests.
 (c) The age of the earth.
 (d) The explanation of geysers.

STANDARD VI.

ARITHMETIC AND MENSURATION.

TIME—THREE HOURS.

EXAMINERS { G. E. ELLIS, B.A.
JOHN ROSS, B.A.*Values*

- 10 1. Prove that $\frac{2}{7}$ of $\frac{5}{9} = \frac{10}{63}$.
- 12 2. Two cog-wheels of a machine with 12 and 80 cogs respectively are working together. After how many turns of the larger wheel will two cogs which were together at the start be together again?
- 20 3. John Smith deposits \$325 in the Merchants Bank on Jan. 6, 1908. What will be the amount to his credit on Dec. 31, 1908, if the bank pays $3\frac{1}{2}\%$ interest and adds the interest to the principal every 31s of May and 30th of November?
- 18 4. A newsboy sells papers so that one-half the gain made by selling 16 is the selling price of 6. Find his gain %.
- 18 5. A school board decides to build a school house and lets the contract for \$9,120. The money is collected by a tax on the village property valued at \$593,750. Find the rate of taxation to cover both the cost of the school and the collector's commission at 4%.
- 18 6. A man pays \$175 for insuring his house at $4\frac{3}{8}\%$. Should the house be destroyed by fire he will receive the full value of the house, the premium paid and \$125 besides. What was the house worth?
7. Tenders are called for cementing the floor and plastering all the inside walls of a basement 60 ft. long, 48 ft. wide and 16 ft. high, with 2 centre partitions at right angles to each other.
Three tenders are received,—
 (1) \$200 for the job;
 (2) 25 cts. per sq. yd. for cementing floor,
 15 cts. per sq. yd. for plastering the walls;
 (3) 20 cts. per sq. yd. for the whole work.
- 20 If the outer walls are 2 ft. thick and the inner walls 1 ft. thick which tender is the cheapest?
- 17 8. A circular race course contains $61,627\frac{1}{2}$ sq. yds. If the inner diameter is 320 yds. find the width of the course.
- 17 9. Find the number of acres in a triangular field whose sides are 325 feet, 360 feet, and 417 feet.

STANDARD VI.

ALGEBRA.

TIME—THREE HOURS.

EXAMINERS { JOHN ROSS, B.A.
G. E. ELLIS, B.A.*Values*

- 10 1. (a) Define the terms: quantity, negative quantity, unit, binomial expression, identity.
- 6 (b) Distinguish between the arithmetical sum or difference and the algebraical sum or difference of two quantities.
2. Resolve into linear fractions:
- 5 (a) $(a^2 + bc + ca + ab)(b^2 + ca + ab + bc)(c^2 + ab + bc + ca)$.
- 5 (b) $a^3 + 2a^2b - 2ab^2 - b^3$.
- 5 (c) $x^2 - y^2 + z^2 - a^2 - 2xz + 2ay$.
3. Divide—
- 5 (a) $\left(\frac{x^2}{a^2} - 2 + \frac{a^2}{x^2}\right)$ by $\left(\frac{a}{x} - \frac{x}{a}\right)$
- 7 (b) $(a^6 - b^6)$ by $a^3 + 2a^2b + 2ab^2 + b^3$.
- 8 (c) $(m^2 + an^2)(x^2 + ay^2) - a(nx - my)^2$ by $(mx + any)$.
4. The square of the sum of any number of algebraic quantities is equal to the sum of the squares together with twice the product of every pair.
- 6 (a) Express this algebraically.
- 8 (b) Apply this to find the square of:
 $2a - 3b + 4c - 5d$.
5. Solve—
- 7 (a) $\frac{x-1}{x-2} - \frac{x-2}{x-3} = \frac{x-5}{x-6} - \frac{x-6}{x-7}$
- 7 (b) $x - \frac{y-2}{7} = 5$.
- $4y - \frac{x+10}{3} = 3$.
- 7 (a) $\frac{3}{x} + \frac{9}{2y} = \frac{3}{4}$
- $\frac{4}{x} - \frac{5}{y} = \frac{1}{12}$
- 13 6. A speculator bought a house, expended \$1,120 on repairs, paid one year's taxes at the rate of 20 mills on the dollar (estimated on buying price) and then sold it for \$5,720, making 10% on his outlay. Find the buying price.

- 13 7. A person who has \$30,000 invested receives from part of it an income of $4\frac{1}{2}$ per cent. per annum, and from the remainder an income of $5\frac{1}{4}$ per cent. per annum. His total income is \$1,470; how much has he invested at each rate per cent.
- 13 8. A, B and C together possess £360; A, B and D together £432; A, C and D together £540; and B, C and D together £558. Find how much each has.

STANDARD VI.

BOOK-KEEPING.

TIME—TWO HOURS.

EXAMINERS { C. H. RUSSELL, B.A.
W. H. THOMPSON, B.A.*Values*

- 6 1. (a) Show how you would receipt (1) a partial payment on a note, (2) a partial payment of a bill rendered, (3) payment in full of a bill rendered.
- 5 (b) Write the cheque given by A. Harrison on June 4 in Question 4, and trace its course back to him stating the changes it undergoes.
- 6 2. (a) Explain the three methods of depositing money in a bank. When are they used respectively?
- 3 (b) In each case how is the money withdrawn, and what is the rule regarding interest?
3. A. Benson owes C. Davis \$100, and the latter owes E. Farr \$100.
- 4 (a) How may the accounts be closed by a draft? Make the draft at ten days' sight, and write the acceptance.
- 6 (b) Write the journal entries for the three persons.
4. June 1, 1908. John Brown commenced business in Brandon, Manitoba, with cash in bank \$400; cash in till \$10; merchandise in store \$1,100; horse and delivery wagon \$120; A. Harrison's note, face \$125, interest accrued \$2; his own note outstanding \$50; Jas. Wilson owes on account \$12.50. Rented stable at \$3 a week. Paid for shoeing horse \$1.25 cash.
- Traded wagon for a new one valued at \$75, paying difference of \$40 with cheque. Cash sales \$60.
- June 2—Sold Jas. Wilson on account $5\frac{1}{2}$ lbs. butter at 25c, $\frac{1}{2}$ dozen oranges at 40 cts. a dozen. Bought produce \$25, and gave in exchange goods \$15 and cheque for balance. Paid cheque for advertising \$2 and for stationery \$4.50. Sold to Jas. Wilson on account 10 lbs. raisins at $4\frac{1}{2}$ cts., 20 lbs. coffee at 40 cts, $8\frac{1}{2}$ lbs. cheese at 9 cts. Cash sales \$80. Deposited in bank \$125.

June 3.—Took from store for personal use groceries \$15. Paid freight with cheque \$24 on goods received to-day invoiced at \$230. Cash sales \$90. Deposited in bank \$75.

June 4.—A. Harrison pays on his note, cheque \$50, which was deposited. Jno. Brown prepaid his own note with cheque. Face of note \$50, discount allowed 50 cts. Cash sales \$105.

June 5.—Paid invoice of 3rd inst. with cheque. Withdrew \$50 cash from business for private use. Cash sales \$110.

June 6.—Horse died valued at \$85. Paid stable rent for the week with cheque. Deposited \$150.

Cash sales \$60. Jas. Wilson settled his account with note.

Inventories:

Merchandise.....	\$ 1,000.00
Expense.....	70.00
Interest on Harrison's note..	.10

Journalize, post, close the ledger, and make out a statement of losses and gains, resources and liabilities.

STANDARD VI.

BOTANY AND AGRICULTURE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. C. MILLER, B.S.
J. W. BROWN, B.A.

Values

- 15 1. Write a note on seeds under the following heads, making use of sketches:
 - (a) Parts of seed: Use of each.
 - (b) Germination: (1) Conditions favourable.
(2) Changes within the seed.
 - (c) What additional conditions are needed in order that the young seedling may develop into a healthy plant?
- 15 2. Explain clearly the process by which the plant obtains, digests and assimilates its food.
- 10 3. (a) Write a note on buds under the following heads, using sketches for illustration:
 - (1) Classification.
 - (2) Parts—nature and use of each.
 - (3) Arrangement.
 - (4) Time of growth.
- 2 (b) Suggest a way of determining the last year's growth on a young tree.
- 5 4. Describe any *one* of the following:
 - (1) Rose.

- (2) Shepherd's Purse.
 (3) Pea.
- 8 (b) Point out the special characteristics of the family to which each of the foregoing belongs.
- 10 5. Classify soils from the agriculturist's point of view.
 Which is most suitable for growing wheat? Why?
- 15 6. Describe the following processes and give the special value of each:
 (a) Breaking.
 (b) Back-setting.
 (c) Discing and harrowing.
 (d) Summer-fallowing.
 (e) Fertilizing.
- 10 7. Discuss the advantages of mixed farming in Alberta.
- 10 8. What is the Provincial Government doing in order to promote and improve any *two* of the following industries?
 (a) Dairying.
 (b) Poultry raising.
 (c) Stock raising.
 (d) Grain-growing.

STANDARD VI.

PHYSICAL SCIENCE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. F. BOYCE, B.A.
 W. H. THOMPSON, B.A.

Values

- 4 1. (a) Indicate how to estimate the approximate area of a pool of water.
- 4 (b) Show how you would measure a small volume of a liquid very accurately.
- 6 (c) Make a drawing of a vernier calliper and explain how to measure with it. What use is made of this instrument?
- 6 2. (a) State the law of buoyancy. Describe a simple experiment to illustrate it.
- 5 (b) Apply the principle in finding the specific gravity of a piece of cork.
- 6 (c) Explain how to find the specific gravity of (i) sugar, (ii) coal oil, (iii) ammonia gas.
- 1 3. (a) What is the underlying principle of the hydrostatic press?
- 4 (b) Using a diagram describe its construction and explain its operation.

- 3 (c) How may the simple form of the press be modified so as to render it capable of producing very great pressure?
- 2 (d) Give instances of the practical application of this machine.
- 6 4. (a) Given a rubber tube and two vessels, one containing water, show the conditions under which a siphon (i) will, and (ii) will not work. Explain fully.
- 6 (b) Make a simple diagram of the condenser and explain its operation. Compare its action with that of the force pump.
- 2 (c) What practical use is made of the expansive force of compressed air?
- 4 5. (a) A body is weighed at the sea level, on the top of a high mountain and at the bottom of a deep mine. Explain any variations in results observed.
- 5 (b) Describe a method commonly used for the determination of equal masses.
- 6 (c) Distinguish unit of force and unit of mass. How is (i) mass, (ii) density measured?
- 1 6. (a) A workman by means of a rope and pulley raises material to the top of a building. What is the limit to the weight of material he can lift?
- 5 (b) By referring to (a) explain fully velocity, stress, force, energy, work.
- 6 (c) What are the general properties of matter? Explain briefly any terms used.
- 3 7. (a) Explain the process of tempering cutlery.
- 5 (b) Indicate the relation existing between plasticity of solids and viscosity of liquids.
- 4 (c) How are the relative positions of the molecules of a body affected by its being extended in (i) length, (ii) surface?
- 6 8. Write brief explanatory notes on the following:
 (a) The solution of a solid in a liquid.
 (b) Osmose.
 (c) Occlusion.

STANDARD VI.

DRAWING.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS { P. H. THIBAUDEAU, B.A.
 C. H. RUSSELL, B.A.

NOTE.—Use drawing paper in sheets of convenient size without folding, one sheet for each drawing.

Values

- 10 1. Make a finished drawing of the group. (The presiding examiner will hang a coat and hat on a nail.)

- 10 2. Make a drawing of a wood box, outside dimensions: 3 ft. + 1 ft. 8 in. + 2 ft. 4 in., made of 2-inch material. Give scale used.
- 15 3. Represent a small table on which are set a plate, small tea pot, cup and saucer.
- 10 4. Make a suitable design, flower or scroll, to ornament the cover of a book.
- 15 5. Draw a species of bird you have seen frequently in Alberta. (Indicate the scale to which you draw this bird.)

STANDARD VI.

PEDAGOGY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { W. H. THOMPSON, B.A.
G. J. BRYAN, B.A.

Values

- 5 1. Enumerate the qualifications in a teacher which are
8 necessary to easy control and guidance of pupils.
 Show the importance of each.
- 5 2. (a) Distinguish between artificial and natural incentives.
5 (b) Criticize at some length the prize system.
5 (c) What natural incentives would you use? Give reasons.
- 6 3. (a) Describe the ventilating stove and show how it is used
 to heat and ventilate the room.
6 (b) Describe the best arrangements for lighting a school
 and for seating pupils with reference to light.
- 3 4. (a) What are the ends of punishment?
5 (b) What are the characteristics of effective punishment?
- 4 5. (a) Explain clearly what you understand by the objective
 method of teaching. What are its merits?
8 (b) Show how to apply this method in teaching (i) adverb,
 (ii) river.
- 10 6. (a) Outline your method of teaching primary reading.
4 (b) Discuss the importance of oral reading in relation to
 literature.
- 15 7. What principles should guide you in presenting the
 historical characters in Standard II?
- 11 8. Explain your method of teaching the fraction $\frac{1}{2}$ and $\frac{1}{4}$
 in Part I.

STANDARD VII.

ESSAYS.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS { JAS. C. MILLER, B.S.
J. F. BOYCE, B.A.

NOTE.—The candidate will write on *one* of the themes in "A" and on *one* in "B". The test will be based not so much upon the candidate's knowledge of the subject matter as upon his ability to express his thoughts in good English. Work palpably defective either in spelling, writing, punctuation or paragraphing will not be accepted.

A

Values

- (1) The defence of the bridge by Horatius.
(The Lays of Ancient Rome.)
- (2) The combat between Sohrab and Rustum.
(Sohrab and Rustum.)
- 35 (3) Books—their value and how to read them.
(Sesame and Lilies.)
- (4) The dignity of labour.
(Sesame and Lilies.)

B

- (1) Alberta's Future.
- (2) The Plains of Abraham as a National Park.
- (3) Patriotism.
"Love thou thy land, with love far brought
From out the storied Past, and used
Within the Present, but transfused
Thro' future time by power of thought."
- 40 (4) The approach of evening.
"The day is done and darkness
Falls from the wings of night
As a feather is wafted downward
From an eagle in its flight."

—Longfellow.

STANDARD VII.

ENGLISH LITERATURE.

TIME—THREE HOURS. EXAMINERS { J. E. LOUCKS, B.A.
J. A. SMITH, B.A.

Values

1. "Besides, this Duncan
Hath borne his faculties so meek, hath been
So clear in his great office, that his virtues
Will plead like angels trumpet-tongued against
The deep damnation of his taking-off;
And pity, like a naked new-born babe,
Striding the blast, or heaven's cherubim, hors'd

Upon the sightless couriers of the air,
 Shall blow the horrid deed in every eye,
 That tears shall drown the wind. I have no spur
 To prick the sides of my intent, but only
 Vaulting ambition, which overleaps itself
 And falls on the other."

"I have lived long enough: my way of life
 Is fallen into the sear, the yellow leaf,
 And that which should accompany old age,
 As honour, love, obedience, troops of friends,
 I must not look to have; but, in their stead,
 Curses, not loud, but deep, mouth-honour, breath,
 Which the poor heart would fain deny, and dare not."

- 6 (a) Under what circumstances were each of the above
extracts spoken?
- 4 (b) Who was Duncan? Using the thought in the first
extract as a basis, enlarge upon his character.
- 4 (c) Indicate any examples of figurative language in these
extracts. Criticize the figures with regard to clear-
ness, aptness and beauty.
- 2 (d) In the second extract distinguish between honour
and mouth-honour.
- 2 (e) Why were the "curses not loud but deep?"
- 7 2 Write a careful delineation of the character of Macbeth
stating clearly whether you consider that he became
a murderer owing to the depravity of his own
character, or upon the suggestion of the "weird
sisters" or through the importunities of his wife.
- 6 3. Describe the second meeting of Macbeth with the "weird
sisters." What part do they play in the develop-
ment of the plot?
- 4 4. "That trusted home
Might yet enkindle you into the crown,
Besides the thane of Cawdor."
"Had he not resembled
My father as he slept, I had done't."
"Such welcome and unwelcome things at once
'Tis hard to reconcile."
"Be comforted;
Let's make us medicines of our great revenge
To cure this deadly grief."
- 8 (a) By whom and under what circumstances were each
of the above extracts spoken?
- 8 (b) Show that the thought in each is important to the
development of the drama.
- 4 5. What were the thoughts of Lady Macbeth even in sleep,
as narrated in the sleep-walking scene? What
4 is your conception of Lady Macbeth's character?
2 What new light does this scene throw upon it?

6. "Talk not of wasted affection, affection never was wasted;
If it enrich not the heart of another its waters returning
Back to their spring, like the rain, shall fill them full of
refreshment;
That which the fountain sends forth returns again to the
fountain.
Patience; accomplish thy labour; accomplish thy work
of affection;"
- 4 (a) By whom and to whom were these words spoken?
6 (b) Scan the first four lines and explain clearly the metre.
12 (c) How was the "labour" and the "work of affection"
accomplished? Explain fully.
7. (a) Is it the special function of the poet to give definite
3 information, or to broaden and deepen and refine
the feelings?
3 (b) Which has Longfellow done in the poem "Evangeline"?
4 (c) What various means did he employ to effect his purpose?
8. "Thou bringest unto me a tale
Of visionary hours."
"Sleep, sleep to-day, tormenting cares,
Of earth and folly born!"
"My dazzled sight he oft deceives,
A brother of the dancing leaves."
"And as he entered, darker grew, and deeper.
The silence and the gloom."
"Vital feelings of delight
Shall rear her form to stately height."
- 10 (a) State the poem and the author of the poem from
which each of the above extracts was taken.
15 (b) Give the connection of each extract with the fore-
going and succeeding parts of the poem.
- 5 9. Mention the points of beauty in the poetical description
of the Celandine. What lesson does Wordsworth
5 draw from the life of the flower?
- 5 10. What is the function of the poet's song as stated in the
"Day is done"? How far do the author's own
5 songs fulfil this function?
11. Compare Wordsworth and Longfellow:
8 (1) In their attitude towards humanity.
8 (2) In their attitude towards Nature.

STANDARD VII.

GENERAL HISTORY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. W. BROWN, B.A.
J. E. LOUCKS, B.A.

Values

- 12 1. Trace briefly the origin of parliamentary government.
- 14 2. Of what authorities is the Dominion Government made up? Give a concise account of the function of each.
- 12 3. Write concise notes on any *two*:
 (a) Supreme Court of Canada.
 (b) Trial by Jury in Canada.
 (c) Writs of Habeas Corpus.
- 14 4. Point out the chief characteristics of:
 (a) The religion and literature of the Hindus, Chinese and Hebrews.
 (b) The architecture of Egypt, Assyria and Persia.
- 12 5. Account for the downfall of Athenian Supremacy.
- 12 6. Write notes on:
 (a) Julius Cæsar.
 (b) Aristophanes.
 (c) Demosthenes.
- 12 7. Sketch the struggle between Plebeians and Patricians.
- 12 8. Outline the chief characteristics of Mohammedanism.
 Account for its spread in the seventh century.

STANDARD VII.

ENGLISH GRAMMAR AND RHETORIC.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. W. BROWN, B.A.
P. H. THIBAudeau, B.A.

Values

We see *but* half the causes of our deeds,
Seeking them wholly in the outer life,
 And heedless of the *encircling* spirit-world
 Which, though unseen, is felt, and sows in us
 All germs of pure and world-wide purposes.
 From one stage of our *being* to the next
 We pass *unconscious* o'er a slender bridge,
 The momentary *work* of unseen hands,
 Which crumbles down behind us; looking back,
 We see the other shore, the gulf *between*,
 And marvelling how we won to where we stand,
 Content ourselves to call the *builder chance*.

- 16 1. Write out in full each of the clauses (principal and subordinate) in this passage. Give the grammatical functions of each subordinate clause, and point out accurately its relation in the sentence.
- 15 2. Give the value and the relation of the italicized words.
- 14 3. Write brief grammatical notes on the italicized words in the following:
- (a) She went out *crying*.
 - (b) She went out *sketching*.
 - (c) Her *drawing* of animals is faulty.
 - (d) I found him *buying* wheat.
 - (e) He walked ten *miles*.
 - (f) He has not been here *since* yesterday.
 - (g) He walked *like* John.
- 15 4. (a) State in general terms what substitutes are employed in modern English to perform the offices of lost inflections.
- (b) "From being one of the least mixed of languages, English has come to be one of the most composite."
- Explain what is meant by this statement and show as fully as you can how this change has been brought about.
- 10 5. Give rules for the use of *shall* and *will* in assertive sentences.
- 15 6. In the following sentences point out any grammatical or rhetorical defects, and recast the sentences in such a way as to remove these defects:
- (a) Cedar is more durable but not so hard as maple.
 - (b) If he don't know what I mean, I will have to speak out plainer than I had intended to have spoken.
 - (c) The Japanese are in all kinds of business, boots and shoes and in fact every branch of trade, and my advice to you, if you love your country, is to do all in your power to keep them out of it.
- 15 7. Make a rhetorical analysis of the foregoing extract. "We see but half the causes of our deeds, etc.," sufficient to show the type of composition to which it belongs.

STANDARD VII.

GEOMETRY.

TIME—THREE HOURS.

EXAMINERS { J. A. SMITH, B.A.
P. H. THIBAudeau, B.A.

Values

- 10 1. (a) Enumerate Euclid's theorems on the identical equality of triangles and prove one of them.



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- 6 (b) Discuss fully the following: "Two triangles are not necessarily equal in all respects when any three parts of the one are equal to the corresponding parts of the other."
- 6 2. (a) What is the relation between a theorem and its converse? Make this relation clear by reference to two theorems of Bk. I.
- 4 (b) What is the converse of the theorem: If two straight lines cut one another, the vertical, or opposite, angles shall be equal?
- 8 3. (a) Triangles on equal bases, and between the same parallels, are equal in area. I. 38.
- 6 (b) If two triangles have two sides of one respectively equal to two sides of the other, and the angles contained by those sides supplementary, the triangles are equal in area.
- 6 (c) If two equal triangles are on the same base and on opposite sides of it, the straight line joining their vertices is bisected by the base.
- 8 4. (a) If a straight line is divided equally, and also unequally, the sum of the squares on the two unequal parts is twice the sum of the squares on half the line and on the line between the points of section. II. 9.
- 3 (b) Give the algebraic formula corresponding to (a).
- 6 (c) If AB be bisected at C and divided unequally at D, then the sum of the squares on AD, DB is equal to twice the rectangle AD, DB together with four times the square on CD. Deduce from II. 5 and 9.
- 8 5. (a) Divide a given straight line into two parts, so that the rectangle contained by the whole line and one of the parts may be equal to the square on the other part. II. 11.
- 6 (b) If the straight line AB be divided as in (a) at the point H, show that the sum of the squares on AB and BH is equal to three times the squares on AH.
- 8 6. (a) The opposite angles of a quadrilateral inscribed in a circle are supplementary. III. 22.
- 5 (b) Show that no parallelogram except a rectangle can be inscribed in a circle.
- 7 (c) The opposite sides of a quadrilateral inscribed in a circle are produced to meet in P and Q and about the triangles so formed without the quadrilateral circles are described, which meet in R. Prove PRQ a straight line.
- 8 7. (a) From a given point without the circumference draw a tangent to a given circle. III. 17.
- 7 (b) Draw a common tangent to two given circles.
- 6 (c) If two circles touch externally, show that their common tangent subtends a right angle at their point of contact.

- 7 8. Straight lines are drawn through either of the points of intersection of two circles and terminated by the two circumferences. Show that the greatest of these lines is that which is parallel to the straight line joining the centres of the circles.

STANDARD VII.

ANIMAL LIFE.

TIME—TWO HOURS.

EXAMINERS { W. H. THOMPSON, B.A.
J. C. MILLER, B.S.

Values

- 5 1. (a) Describe the typical primitive animal cell.
 (b) Point out the variations from this form shown by
 (i) Paramœcium, (ii) Vorticella, (iii) Globigerina.
12 Use diagrams.
- 12 2. Trace the growth of complexity of the alimentary canal among animals. Indicate the constant features of this organ.
- 3 3. (a) Distinguish between the primary and special conditions of animal life.
 (b) Point out, with reasons, the primary conditions and
7 the special conditions in the life of the butterfly in its various metamorphic phases.
- 4 4. (a) Discuss the advantages of communal life.
 (b) By reference to their various species, trace the development of communal life among the bees.
10
5. "While parasitism is the principal cause of degeneration among animals, yet it is not the sole cause."
6 (a) Cite three diverse and typical cases of degeneration due to parasitic life.
8 (b) Name and illustrate the other causes referred to above.
3 (c) Show how degeneration among parasites conduces to the welfare of the degenerate individuals.
- 12 6. Account clearly for the origin of (i) special protective and aggressive resemblance, (ii) warning colors, (iii) alluring colouration. Use examples.
- 9 7. State and illustrate, with two examples each, the laws of geographic distribution of animals.
- 3 8. (a) Explain fully the causes of the struggle for existence among animals.
6 (b) Indicate the threefold nature of this "struggle." and show clearly its results.

ARITHMETIC AND MENSURATION.

EXAMINERS { G. E. ELLIS, B.A.
JOHN ROSS, B.A.

4 1. (a) Prove by the method of casting out nines that $83716 \times 482 = 40351112$ is correct.

5 (c) Show that $\frac{3}{4} \div \frac{5}{7} = \frac{3}{4} \times \frac{7}{5}$.

7 (1) The weight of alcohol in the vessel.

3. A commission merchant charges twice the rate for selling that he does for buying. He sells a consignment of flour, deducts his total commissions \$225 and invests the balance \$3,600 in silk. Find the rates of commission charges.

5. I built a house for \$4,500 on a lot which cost me \$1,200. The house was destroyed by fire 3 months after it was insured and the insurance company paid the full amount of the policy covering $\frac{7}{9}$ of the value of the house at $\frac{3}{7}\%$ per annum. I sold the lot at an advance of 65%. Find my total gain or loss.

Three months after date I promise to pay John
Smith or order
The sum of Five Hundred Dollars with interest
at 8 % per annum.

WM. TAYLOR.

15 7. What sum of money invested in a 5 % stock @ 115 will yield a net income of \$1,779, after paying an income tax of 15 mills on the dollar on all over \$400.

8. A rectangular tent 16 feet $\times$ 20 feet, with a wall 6 feet high has the slant height of its roof 10 feet.
- 8 Find (1) The number of square yards, of canvas, neglecting seams, to make it.
- 7 (2) The cubic contents of the tent.
9. A cone the diameter of whose base is 10" and whose slant height is 15", has a piece, whose altitude is 3", cut off the top. Find the volume of the part remaining.
- 14

STANDARD VII.

ALGEBRA.

TIME—THREE HOURS.

EXAMINERS $\left\{ \begin{array}{l} \text{J. ROSS, B.A.} \\ \text{G. E. ELLIS, B.A.} \end{array} \right.$ *Values*

- 6 1. (a) Prove that $a^m \times a^n = a^{m+n}$, when m and n are positive integers.
- 6 (b) Prove that $a^m \div a^n = a^{m-n}$, when m and n are positive integers and m is greater than n .
- 6 (c) Simplify $\left(\frac{27}{64}\right)^{-\frac{4}{3}}$
- 6 2. (a) Prove that the product of any two expressions is equal to the product of their H.C.F. and L.C.M.
- 6 (b) Find the H.C.F. and L.C.M. of:
 $x^4 - 2x^3 + 2x - 1$ and $x^4 - 2x^3 + 2x^2 - 2x + 1$.
3. Find the linear factors of :
- 7 (a) $(x+2)(x+4)(x+4+\sqrt{6})(x+4-\sqrt{6}) - 15$.
- 6 (b) $a^2 - 8b^2 - c^2 - 2ab + 6bc$.
- 6 (c) $7x - 42y + 2x^2 - 9xy - 18y^2$.
- 7 4. (a) What is a surd? When are surds said to be (1) similar, (2) of the same order, (3) Quadratic?
- 7 (b) If $a + \sqrt{b} = x + \sqrt{y}$ where a and x are rational and $\sqrt{b}$ and $\sqrt{y}$ are irrational, prove that then will $a = x$ and $b = y$.
- 7 (c) Simplify $\frac{3\sqrt{2}}{\sqrt{3} + \sqrt{6}} - \frac{4\sqrt{3}}{\sqrt{6} + \sqrt{2}} + \frac{\sqrt{6}}{\sqrt{2} + \sqrt{3}}$
5. (a) Solve the equation $ax^2 + bx + c = 0$ and from your solution find the conditions that make the roots (1) real and equal, (2) real and unequal, (3) imaginary.
- 8 (b) If a and b be the roots of the equation $x^2 + rx + \frac{3}{16}r^2 = 0$, form the equation whose roots are $a^3 + b^3$ and $a^3 - b^3$.
- 6

6 (c) Solve $\frac{x+y}{x-y} + \frac{x-y}{x+y} = \frac{10}{3}$.
 $x^2 + y^2 = 20$

6. Simplify:

6 (a) $(1+a)^2 \div \left\{ 1 + \frac{a}{1-a} + \frac{a}{1+a+a^2} \right\}$.

6 (b) $\left(\frac{x^2}{y^2}-1\right)\left(1-\frac{x}{x+y}\right) + \left(\frac{x^3}{y^3}-1\right)\left(\frac{1}{\frac{x^2}{y^2}+\frac{x}{y}+1}\right)$.

7. If the price per acre of a farm had been one-third less, 50 acres more might have been bought for the same money. How many extra acres might have been bought had the price been four-fifths of what was really paid?
- 11
- 12 8. A sum of money was equally divided among a number of persons by giving the first \$100 and one-sixth of the remainder, the second \$200 and one-sixth of what then remained, and so on. Find the sum of money divided and the number of persons.

STANDARD VII.

PHYSICAL SCIENCE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. F. BOYCE, B.A.
 W. H. THOMPSON, B.A.

Values

- 4 1. (a) Choosing simple scale divisions make a simple diagram of a vernier and explain the method of measuring with it. Give instances of the practical application of the use of the vernier.
- 5 (b) How may (i) mass, (ii) density, be measured? Compare the method of measuring mass with that of measuring length or volume.
- 8 2. (a) Given the necessary apparatus, describe experiments from which the laws of capillarity may be deduced. State them.
- 2 (b) Apply the molecular theory to explain the phenomena observed in (a).
- 2 3. (a) A heavy hammer run by an electric motor is caused to strike a piece of iron rapidly and vigorously. If continued for some time what phenomena will be observed? Explain.
- 5 (b) Trace the transmutation of the various forms of energy in (a).

- 4 (c) Illustrating your answer by referring to (a) explain conservation of energy, work, force, acceleration.
- 2 4. (a) Explain the phenomena of echoes.
- 3 (b) Distinguish pitch, loudness and quality as applied to sounds.
- 8 (c) Given a sonometer and piano wires, perform a series of experiments to show upon what the pitch of a note given by a vibrating string or wire depends.
- 4 5. (a) Describe an experiment showing that sound may be produced by the vibration of air columns.
- 4 (b) Vary the experience to illustrate the effect of resonance. Distinguish from consonance.
- 4 (c) Account for the quality, or *timbre*, of a sound produced by a violin.
- 3 6. (a) Compare in general terms, the expansion through heat in solids, liquids, gases.
- 5 (b) What is the temperature of water at its maximum density? What would be the effect in the phenomena of nature if the maximum density were (i) 5° C. lower, (ii) 5° C. higher? Explain.
- 4 (c) The volume of a certain body of air at a temperature of 17° C., and under a pressure of 800 gm. per sq. cm. is 500 c. cm.; what will be its volume at a temperature of 27° C. under a pressure of 1200 gm. per sq. cm.?
- 3 7. (a) Explain the importance in nature of the latent heat of vaporization of water.
- 3 (b) Account for the formation of frost on a window pane.
- 5 (c) Show clearly how the heat is transmitted, in a system of steam heating, from the furnace to a person in a room.
- 4 8. (a) Describe a simple experiment in proof of the rectilinear propagation of light.
- 4 (b) State the laws of reflection of light. Explain lateral inversion.
- 2 (c) Draw a diagram of the image of a luminous object formed by a plane mirror.
- 6 (d) What apparatus and conditions are necessary for obtaining a pure spectrum? Explain why the conditions are necessary. Account for the phenomena observed.
- 6 (e) Explain how it is that objects differ in color.
- 2 9. (a) How would you proceed to magnetize your knife blade so that the point will be a north-seeking pole?
- 6 (b) Using a diagram explain the change that would take place in the dip of the needle if it were carried from the earth's magnetic pole toward (i) the north geographical pole, (ii) the south geographical pole. What effect would the presence of a large body of

magnetic iron ore near the surface of the earth have on the needle in passing?

- 4 10. (a) Describe how to set up a simple bichromate cell. Why
 should the plates be removed from the fluid when
 not in use?
 4 (b) Describe the process of electroplating.
 9 (c) Using a diagram describe the construction and explain
 the principle of action of the telephone.

STANDARD VII.

CHEMISTRY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { W. H. THOMPSON, B.A.
 { C. H. RUSSELL, B.A.

Values

- 9 1. (a) Distinguish clearly *mechanical mixture*, *solution*, *chemical individual*, and classify accordingly, with reasons:
 3 Soil, glass, air, a silver coin, river water, gunpowder.
 4 (b) Give (i) the conditions that cause, (ii) those that affect
 the rate of, reactions.
 1 (c) Account for the continuance of the reaction in the
 burning of a lamp.
- 8 2. (a) Describe the best laboratory method of preparing
 oxygen. Give a diagram of the apparatus used,
 and explain the reaction that takes place.
 5 (b) Classify oxides, mentioning examples. What is the
 basis of your classification? Why is it used?
- 5 3. (a) State and illustrate the law of reacting weights. Show
 its importance in chemistry.
 4 (b) Give all the information represented in the equation:
 $\text{NH}_3 + \text{HCl} = \text{NH}_4\text{Cl}$.
 [H = 1.01, N = 14.04, Cl = 35.45.]
 5 (c) Find the simplest formula, and the corresponding
 formula weight, for a chemical substance composed
 of 39.15% of oxygen, 31.93% of potassium, and
 the rest chlorine.
 [O = 16, K = 39.15, Cl = 35.45.]
- 1 4. (a) What is a "test" for a substance?
 3 (b) Give *either* the test for chlorides *or* that for nitrates,
 and explain how to apply it.
 (c) What properties of potassium nitrate make it suitable
 as a constituent of gunpowder?
- 6 5. (a) Outline carefully, with diagrams of necessary apparatus,
 4 experiments (one each) to illustrate (i) the
 reducing power of hydrogen, (ii) bleaching by chlorine.

- (b) How may the law of the conservation of mass be applied in determining (i) the percentage composition of mercuric oxide, (ii) the density of oxygen?
6. (a) Describe the process of manufacture and give the uses of (i) wood charcoal, (ii) coke, (iii) gas carbon.
 (b) What by-products are formed in the first two cases?
 (c) Discuss the relation of carbon dioxide to plant and animal life.
7. Describe and account fully for the phenomena observable when
 (i) Oxygen is passed, a little at a time, into a bottle of nitric oxide (N O) inverted over water, till change ceases.
 (ii) Sulphur is heated continuously to a high temperature in a test tube.
 (iii) Some copper oxide is heated on charcoal in a blow-pipe flame.
 (iv) A few crystals of copper sulphate are heated in a test tube till change ceases; then, after cooling, water is added drop by drop to excess.
 (v) A deflagrating spoonful of burning sulphur is introduced into a jar of ozone, another into a jar of nitrous oxide (N_2O), and another into a jar of oxygen.
8. (a) Describe a commercial method of manufacturing sulphuric acid.
 (b) Show how to illustrate in a laboratory the reactions involved in the process.

STANDARD VII.

LATIN GRAMMAR AND PROSE COMPOSITION.

TIME—TWO AND ONE-HALF HOURS.

Values

1. State the general rule for determining the gender of nouns.
2. Decline together, princeps magnus, bos pulchra, hoc ipsum tempus.
3. Give the genitive and ablative singular of: iter, respublica, vetus, acer, solus, alter, quivis.
4. Compare: Similis, benevolus, inferus, primus, dubius.
5. Write out in full: Future-Perfect Indicative Active of miror and prosum, Imperfect Subjunctive Passive of audio and rego; Pluperfect Indicative of meminī and eo.
6. What are the principal parts of: Vinco, cado, moneo, parco?

- 35 7. Translate into Latin:
- 4 (a) From the walls they announce the victory to the ambassador.
- 4 (b) We were not ordered by Cæsar to retire with the rest of the army.
- 4 (c) I will tell you what cities the Romans took in this war.
- 3 (d) We asked him to help us.
- 4 (e) There is no doubt that the Belgæ are the bravest of all the Gauls.
- 4 (f) He said he saw the man who killed the king.
- 8 (g) Cæsar, seeing the seventh legion, which had taken up position near by, was likewise hard pressed, sent the tenth legion to support them.
- 4 (h) While the Senate was preparing to make war on Cæsar, he marched unexpectedly against them.

20 8. Translate into English:

"Helvetii proximi sunt Germanis, qui trans Rhenum incolunt; reliquos Gallos virtute præcedunt, quod fere cotidianis proeliis cum Germanis contendunt. Sed undique loci natura continentur: una ex parte est flumen Rhenus altissimus et latissimus; altera ex parte mons Jura altissimus; tertia ex parte flumen Rhodanus nostram provinciam ab Helvetiis dividit. His de causis Helvetii non late vagari poterant, nec facile finitimis bellum inferre. Itaque, cum essent homines bellandi cupidi, angustos se fines habere arbitrabantur. His rebus adducti, oppoda sua omnia vicosque incendere et de finibus suis cum omnibus copiis exire constituerunt et optimam partem totius Galliae occupare. Itineribus omnino duobus domo exire poterant; quorum unum erat per Sequanos angustum et difficile; alterum per provinciam nostram, multo facilius. Cæsar, cui provincia Gallia eo anno decreta erat, audivit Helvetios per provinciam nostram iter facere conari. Statim ab urbe proficiscitur et in Galliam pervenit."

STANDARD VII.

LATIN AUTHORS.

Values

1. Translate:

Germanico bello *confecto*, multis de causis Cæsar statuit sibi Rhenum esse transeundum; Quarum illa fuit iustissima, quod, cum videret Germanos tam facile impelli, ut in Galliam venirent, suis, quoque rebus eos timere voluit, cum intellegerent, et posse et audere Populi Romani exercitum Rhenum transire. Accessit etiam, quod illa pars equitatus Usipetum et Tencterorum, quam supra commemoravi prædandi frumentandique causa Mosam transisse neque proelio *interfuisse*, post fugam suorum se trans Rhenum in fines Sugambrorum *receperat* seque

cum iis coniunxerat. Ad quos cum Cæsar muntios misisset, qui postularent, eos, qui sibi, Galliaque bellum intulissent, sibi dederent, responderunt: Populi Romani imperium Rhenum finire: si se invito Germanos in Galliam transire non æquum existimaret, cur sui quicquam esse imperii aut potestatis trans Rhenum postulet? Ubii autem, qui, uni ex Transrhenanis ad Cæsarem legatos miserant, amicitiam fecerant, obsides dederant, magnopere orabant, ut sibi auxilium ferret, quod graviter ab Suebis premerentur; vel, si id facere occupationibus *reipublicae* prohiberetur; exercitum modo Rhenum transportaret; id sibi ad auxilium spemque reliqui temporis satis futurum. Tantum esse nomen atque opinionem eius exercitus, Ariovisto pulso et hoc *novissimo* proelio facto, etiam ad ultimas Germanorum nationes, uti opinione et amicitia Populi Romani tuti esse possint. Navium magnam copiam ad transportandum exercitum pollicebantur.

- 6 (a) Account for the case of: Germanico, rebus, temporis, opinione; and the mood of: intulissent, prohiberetur.
- 4 (b) Turn into direct discourse the oratio obliqua in the above passage.
- 3 (c) Write a brief historical note on Cæsar's Campaigns in Gaul.
- 5 (d) Parse the italicized words.

2. Translate:

His rebus cognitis, Cæsar legiones equitatumque revocari atque itinere desistere iubet, ipse ad naves revertitur; eadem fere, quae ex nunciis literisque cognoverat, coram perspicit, sic ut, amissis circiter quadraginta navibus, reliquae tamen refici posse magno negotio viderentur. Itaque ex legionibus fabros deligit et ex continenti alios arcessi iubet; Labieno scribit, ut quam plurimas posset, iis legionibus quae sunt apud eum, naves instituat. Ipse, etsi res erat multae operae ac laboris, tamen commodissimum esse statuit omnes naves subduci et cum castris una munitione coniungi. In his rebus circiter dies decem consumit, ne nocturnis quidem temporibus ad laborem militum intermissis. Subductis navibus castrisque egregie munitis, easdem copias, quas ante, praesidio navibus reliquit; ipse eodem, unde redierat, proficiscitur. Eo quum venisset, maiores iam undique in eum locum copiae Britannorum convenerant, summa imperii bellicae administrandi communi consilio permissa Cassivelauno, cuius fines a maritimis civitatibus flumen dividit, quod appellatur Tamesis, a mari circiter millia passuum octoginta. Huic superiore tempore cum reliquis civitatibus continentia bella intercesserant; sed nostro adventu permoti Britanni hunc toti bello imperioque praefecerant.

- 3 (a) Distinguish between: revocari and disistere, revertor and redeo, labor and opera.
- 5 (b) Account for the case of amissis, legionibus, plurimas, summa, fines.
- 2 (c) Write a brief note upon the army and methods of warfare of the Romans.

3. Translate:

- Heu, nihil invitis fas quemquam fidere Divis
 Ecce trahebatur passis Priameia virgo
 Crinibus a templo Cassandra adytisque Minervae,
 Ad caelum tendens ardentia lumina frustra;
 Lumina, nam teneras arcebant vincula palmas.
 Non tulit hanc speciem furiata mente Coroeus,
 Et sese medium iniecit *periturus* in agmen.
 Consequimur cuncti, et densis incurrimus *armis*,
 Hic primum ex alto delubri culmine telis
 Nostorum obruimur, oriturque miserrima caedes,
 Armorum facie, et Graiarum errore jubarum.
 Tum Danaï gemitu atque ereptae virginis *ira*
 Undique collecti invadunt acerrimus Ajax,
 Et gemini Atridae, Dolopumque exercitus omnis.
 Adversi rupto ceu quondam turbine venti
 Configunt, Zephyrusque Notusque et laetus Eois
 Euris equis: stridunt silvae, saevitque tridenti
 Spumeus atque imo Nereus ciet aequora fundo.
 Illi etiam, si *quos* obscura nocte per umbram
 Fudimus insidiis, totaque agitavimus urbe,
 Apparent: primi clipeos mentitaque tela
 Agnoscunt, atque ora sono discordia signant.
 Illicet obruimur numero: primusque Coroeus
 Penelei dextra Divae armipotentis ad aram
 Procumbit; cadit et Rhipeus, justissimus unus
 Qui fuit in Teucris, et servantissimus aequi;
 Dis aliter visum. Pereunt Hypanisque Dymasque
 Confixi a sociis; nec te tua plurima, Panthu,
 Labentem pietas, nec Apollinis infula textit.
 Iliaci cineres et flamma extrema meorum,
 Testor in occasu vestro nec tela nec ullas
Vitavisse vices Danaum, et, si fata fuissent,
 Ut caderem, meruisse manu. Divellimur inde,
 Iphitus et Pelias mecum, quorum Iphitus aevo
 Jam gravior, Pelias et vulnere tardus Ulixi,
 Protinus ad sedes Priami clamore vocati.
- 25
 4 (a) Write brief historical notes on: Cassandra, Minerva,
 Ajax, Apollo.
 5 (b) Parse the italicized words.
 3 (c) Scan the first five lines of the extract. Write a brief
 3 note on the metre of the Aeneid.

STANDARD VII.

FRENCH GRAMMAR, COMPOSITION AND SIGHT
TRANSLATION.

TIME—TWO AND ONE-HALF HOURS.

1. Give:

- (a) The present participles of *avoir* and *être*.
 (b) The past participles of *partir* and *recevoir*.
 (c) The present indicative active of *vendre*.

- (d) The third person singular and plural of imperfect indicative of *faire*.
 - (e) The third person singular and plural of the past definite of *manquer*.
 - (f) The third person singular and plural of the future of *aller*.
2. (a) Translate into French: I have no pencils but I have some good pens,—some bad ones also. Here is enough ink and my brother has some paper. Have you?
- (b) Write the rules with regard to the partitives occurring in the French version of the sentences given to be translated in part (a) of this question.
3. Translate into French: John is taller than Marie, as tall as Wilfrid, but not so tall as Charles, who is the tallest of all the children.
- (b) Give the comparative and superlative forms of *bien* and *bon*.
4. (a) Translate into French: On Monday the twenty-first of January, seventeen hundred and ninety-three, at five minutes past ten in the morning, Louis the Sixteenth was beheaded (*décapiter*) at Paris, at the age of thirty-eight years, four months and twenty-eight days.
- (b) Write in full the French numerals corresponding to the following: *first*, *second*, *sixty-fifth*.
5. Translate into French:
- (a) What church is that the façade of which is seen from this place?
 - (b) Where were you at exactly half-past eleven o'clock?
 - (c) In general, those who flatter each other fear one another.
 - (d) There is the uncle with whom I used to live.
6. Translate into French:
- All the property a certain miller had was a mill, an ass and a cat. He left the cat to his youngest son. The cat asked his new master for a pair of boots to go hunting (*à la chasse*). After that, Puss in Boots used to catch rabbits and partridges, which he gave to the king. Thus very soon the king and the miller's son became very friendly (*amical*). An ogre of that country changed himself into a mouse one day and this remarkable cat ate him up. Then the miller's son went to live in the ogre's castle and very soon he married a beautiful princess, the king's only daughter.—I should like to have a cat like the one in the story myself!
7. Translate into English:
- Si vous examinez la carte de l'Amérique du nord, vous verrez une grande baie, nommée la baie d'Hudson.

Hudson était un marin anglais qui vivait au commencement du dix-septième siècle. Vous savez qu'à cette époque, toutes les nations de l'ouest de l'Europe équipaient des expéditions de découverte. Parmi les hardis marins qui rendirent fameux ce siècle, on compte particulièrement Henri Hudson. Jamais personne ne connut mieux le métier de marin. Son courage était à l'épreuve de tous les événements, et sa constance infatigable. Le but de ses voyages était de trouver un passage pour aller aux Indes par le nord-ouest. Il serait trop long de faire la description de tous les voyages d'Hudson.

STANDARD VII.

FRENCH AUTHORS.

TIME—TWO AND ONE-HALF HOURS.

1. (a) Translate into idiomatic English prose:

J'étais seul près des flots, par une nuit d'étoiles.
 Pas un nuage aux cieux, sur les mers pas de voiles.
 Mes yeux plongeaient plus loin que le monde réel.
 Et les bois, et les monts, et toute la nature,
 Semblaient interroger dans un confus murmure 5
 Les flots des mers, les feux du ciel.
 Et les étoiles d'or, légions infinies,
 A voix haute, à voix basse, avec mille harmonies,
 Disaient, en inclinant leurs couronnes de feu;
 Et les flots bleus, que rien ne gouverne et n'arrête,
 Disaient, en recourbant l'écume de leur crête:
 C'est le Seigneur, le Seigneur Dieu!

- (b) *Semblaient interroger* (l. 5). What, in your opinion, is the question which the poet has in mind?
- (c) Who is the author of this poem? Name one of his other works an extract of which occurs in the authorized High School French Reader.
- (d) Explain the special force of the imperfect tense as used in these verses.
- (e) Quote in French a passage of at least *twelve* consecutive lines from any other French poem.

2. (a) Translate into idiomatic English:

Le malade s'agite, ses lèvres remuent.
 —Il appelle quelqu'un, dit la mère. Tiennet, Tiennet!
 Embrassé, secoué de caresses, Tiennet ouvre les yeux.
 Plus de hortibus! Evanoui dans le pays des songes
 avec la figure irritée du professeur Régulus Bec.
 Bon voyage à tous deux!
 Mais le prix? la couronne?
 Le prix, la couronne? Ils viennent, ils montent, pieusement, religieusement apportés par le père et la petite sœur. Une marche triomphale!
 Ils entrent, et voilà le volume étalé sur le lit du petit malade, la couronne posée sur son front.

Le père rit, la mère pleure; tous s'embrassent. Oh! le bonheur des braves gens, le vrai bonheur!

Et tandis qu'on fait fête au vainqueur, hem! hem! quelqu'un se présente, lévite noire, figure rose: le docteur.

—Hem! hem!...l'enfant va mieux; ce laurier sur le front a fait des miracles. Allons, le grand air achèvera de le guérir. Des marches à pied, de l'exercice, et surtout pas de thème latin! Hem! hem!

Le docteur fait deux pas vers la porte, et, saluant la famille, le doigt levé dans un geste de menace amicale:

—Pas de thème latin, entendez-vous!

(b) *Plus de hortibus* (l. 4). Explain the allusion.

(c) *Evanoui* (l. 4). Parse.

3. (a) Translate into idiomatic English:

BRIQUEVILLE.

Elle ne partira pas, je vous dis, parce que je ne veux pas qu'elle parte, parce que je le défends!...

MADAM LEBRETON.

Monsieur...au nom du ciel...qu'est-ce que vous avez?...

BRIQUEVILLE.

Ce que j'ai?

MADAME LEBRETON.

Oui...

BRIQUEVILLE, *parvenant à se calmer*.

Ce n'est rien...je vous demande pardon...votre nièce doit partir...c'est bien, elle, partira.

Il descend à gauche.

MADAME LEBRETON.

Mais?

BRIQUEVILLE, *à part*.

Qu'est-ce qui vient donc de m'arriver à moi (*En souriant*). Ah! femmes! femmes! on a beau avoir des cheveux blancs...on a beau croire...qu'on a fini...(Se mettant la main sur la poitrine). Je prenais cela pour de l'affection, moi, et pas du tout...c'était bel et bien en train de devenir... Voyez un peu, si seulement cette petite était restée ici huit jours de plus... heureusement elle va s'en aller... qu'elle parte, madame Lebreton, qu'elle parte; je ne m'oppose pas du tout à son départ. *Entre Adrienne par le fond.*

(b) Translate into French: For goodness' sake, what is the matter with that man?

(c) Translate into French: He asked what had just happened to him.

(d) Translate into French: In Indian Summer it is in vain that one resists Cupid (*Cupidom*).

4. (a) Translate into idiomatic English:

Nous avons cherché tous les deux, nous avons cherché s'il n'y aurait pas quelque moyen d'amener un rapprochement... Comme j'étais, moi

l'obstacle et le principal motif de la querelle, la première chose était évidemment de me faire rentrer en grâce et de vous prouver qu'à tout prendre, je n'étais point aussi...inacceptable...que vous sembliez le croire...mais comment vous le prouver? puisque vous refusiez de me voir...C'est alors que l'idée nous est venue d'imaginer un petit roman et nous avons arrangé avec Madame Lebreton cette histoire de nièce. (*Ici Briqueville se retourne d'un air furieux vers Madame Lebreton, celle-ci recule de deux ou trois pas comme si elle avait très peur.*) Je suis arrivée ici chez vous...et, dût cela vous fâcher encore...il faut que j'en convienne, j'y suis arrivée avec l'intention bien arrêtée de faire votre conquête. (*Briqueville la regarde.*) Je n'ai rien épargné pour cela...je m'étais promis d'être bonne, douce, prévenante et je l'ai été...peut-être même ai-je été un peu coquette...c'est bien sans le vouloir, allez...j'avais tant envie de vous plaire. (*En souriant.*) Je n'ai pas bien calculé la dose...j'en ai trop mis. (*Briqueville la regarde encore et, sur les derniers mots, sourit malgré lui; Adrienne profite de l'instant pour se glisser presque dans les bras de Briqueville. Celui-ci prend les deux mains d'Adrienne et l'embrasse sur le front.*)

- (b) Outline briefly the plot of the comedy from which this extract is taken.
- (c) Explain the use of *moi* (l. 3).
- (d) Parse fully *dût* (l. 15).
- (e) Translate into French: Adrienne came with the firm intention of winning Briqueville's affections.

STANDARD VII.

GERMAN GRAMMAR, COMPOSITION AND SIGHT TRANSLATION.

TIME—TWO AND ONE-HALF HOURS.

1. Give the forms of each of the verbs: *Leiden, essen, gehen, duerfen*, that are indicated below:
 - (a) First and second persons singular present indicative,
 - (b) First person singular imperfect indicative,
 - (c) Perfect participle.
2. (a) What nouns are declined in accordance with the *Maler* model?
 - (b) Decline in full the demonstrative pronoun of the third person.
3. (a) Translate into German:
 - (1) The shorter the days are in December, the longer they will be in June.

- (2) This river is broadest here, and it is the broadest in Canada.
- (b) Write the comparative and superlative forms of *hoch* and *wenig*.
4. (a) Translate into German:
 On Monday the twenty-first of January, seventeen hundred and ninety-three, at five minutes past ten in the morning, Louis the Sixteenth was beheaded (*enthaupten*) at Paris, at the age of thirty-eight years, four months and twenty-eight days.
- (b) Write the German ordinals corresponding with the following English numerals: first, second, sixty-fifth.
5. (a) Give the rules indicating what German nouns are "masculine by meaning."
- (b) Give three nouns the gender of which varies with their meaning. State the meaning in each case.
6. Translate into German:
 (i) Excuse me, what is that in French? I know German but I do not speak French.
 (ii) Take care, or you will cut your hand! Unfortunately I have done so already.
 (iii) If you wish to learn to speak and think in German you must think and speak in German.
7. Translate into German:
 Once on a time there was a sweet little girl whom everybody liked that saw her. Her grandmother gave her a little red cap and because it became (*stehen* + dative) her so well and because she would not wear anything else, she was called Little Redcap. One day her mother said to her, "Come, take this flask (*Flasche*) of wine to your grandmother for she is sick and weak. When you come into her room don't forget to say 'good morning' and don't peak (*gucken*) around into all the corners first."—But everybody knows this story, so we won't write any more of it.
8. Translate into English:
 Als der Herzog von Hessen-Darmstadt seinen Palast bauen wollte, stand ihm eine Huette im Wege, in der eine alte Frau einsam wohnte. Zu dieser ging er hin, und bot ihr fuer das Haeuslein einen hohen Preis. "Herr Herzog," sagte die Alte, "vertreibt mich nicht aus meinem Heim; sehet, hier haben meine Vorfahren (*forefathers*) von alters her gewohnt, hier wurde ich selbst geboren, hier habe ich meine frohe Kindheit verlebt, o laszt mich hier auch in Frieden sterben." Der Herzog ehrte die Empfindungen (feelings) der Frau und erfuellte ihre Bitte. Dicht an ihr Haeuslein errichtete er seinen Palast und Herzog und Baeuerin wurden gute Nachbarn.

STANDARD VII.

GERMAN AUTHORS.

TIME—TWO AND ONE-HALF HOURS.

1. (a) Translate into idiomatic English prose:

Ich sehe oft um Mitternacht,
 Wenn ich mein Werk gethan,
 Und niemand mehr im Hause wacht,
 Die Stern' am Himmel an.
 Sie gehn da, hin und her zerstreut,
 Wie Laemmer auf der Flur,
 In Rudeln auch und aufgereiht
 Wie Perlen an der Schnur;
 Und funkeln alle weit und breit
 Und funkeln rein und schoen;
 Ich seh' die grosze Herrlichkeit
 Und kann mich satt nicht sehn.
 Dann saget unter'm Himmelszelt
 Mein Herz mir in der Brust:
 "Es gibt was Bess'res in der Welt
 Als all ihr Schmerz und Lust."
 Ich werf' mich auf mein Lager hin
 Und liege lange wach,
 Und suche es in meinem Sinn
 Und sehne mich danach.

- (b) *Was Bess'res* (l. 15), *es* (l. 19), *danach* (l. 20). What, in your opinion, is the object of desire that the poet has in mind?
- (c) Parse the verb of the principal clause in the first stanza.
- (d) *Funkeln* (l. 9). Write the present indicative and present subjunctive of this verb.
- (e) Quote in German a passage of at least twelve consecutive lines from any other German poem.

2. (a) Translate into idiomatic English:

Wie der Wolf sein Geluesten gestillt hatte, legte er sich wieder ins Bett, schlief ein und fing an ueberlaut zu schnarchen. Der Jaeger ging eben an dem Haus vorbei und dachte "wie die alte Frau schnarcht, du muszt doch sehen, ob ihr etwas fehlt." Da trat er in die Stube, und wie er vor das Bett kam, so sah er, dasz der Wolf darin lag. "Finde ich dich hier, du alter Suender." sagte er, "ich habe dich lange gesucht." Nun wollte er seine Buechse anlegen, da fiel ihm ein, der Wolf koennte die Groszmutter gefressen haben, und sie waere noch zu retten: schosz nicht, sondern nahm eine Scheere und fing an dem schlafenden Wolf den Bauch aufzuschneiden. Wie er ein paar Schnitte getan hatte, da sah er das rote Kaepchen leuchten, und noch ein paar Schnitte, da sprang das Maedchen heraus und rief "ach wie war ich erschrocken, wie war's so dunkel

in dem Wolf seinem Leib!" Und dann kam die alte Grossmutter auch noch lebendig heraus und konnte kaum atmen. Rotkaeppchen aber holte geschwind 20
grosze Steine, damit fuellten sie dem Wolf den Leib, und wie er aufwachte, wollte er fortspringen, aber die Steine waren so schwer, dasz er gleich niedersank und sich tot fiel.

(b) *Rief* (l. 16). Give in full the present indicative of this verb.

(c) Translate into German:

(i) The wolf was just going by the old grandmother's house.

(ii) The huntsmen thought that Redridinghood and the old lady might yet be saved.

3. (a) Translate into idiomatic English:

"Ist es denn nicht moeglich, wenigstens etwas auf dem Zettel auszustreichen?" fragte die Alte noch einmal. "Blosz drei Sachen, mein Juengelchen, alles Andere will ich, wenn es denn einmal sein musz, noch einmal machen." 5

"Nein," antwortete der Knecht, "das ist platterdings unmoeglich. Entweder—oder!"

"Nehmt nur euren Zettel wieder," sagte darauf die alte Frau nach einigem Besinnen, "ich habe die Lust an eurer dummen, alten Muehle verloren!" und 10
machte sich wieder auf den Heimweg.

Als sie aber zu Hause ankam und die Leute sie verwundert ansahen und sagten: "Aber Mutter Klapprothen, ihr kommt ja gerade so alt wieder, als ihr fortgegangen seid! Es ist wohl nichts mit der Muehle?"— hustete sie und antwortete: "O ja, es ist wohl etwas daran; aber ich hatte zu grosze Angst, und dann—was hat man denn an dem bischen Leben?" 15

(b) *Muehle* (l. 16). Why did the old woman visit the mill and why did she change her mind?

(c) Translate into German:

(i) "Either one thing or the other!" answered the youth after a little reflection.

(ii) But when the old woman came home again she was just as old as ever.

4. (a) Translate into idiomatic English:

Da zog sie der alte Koenig an sein Herz und sprach: "Blauaeuglein, meine Tochter, du kannst eine Krone tragen so stolz wie ein Koenigskind! Wenn du ihm verzeihen willst und einen Einarmigen zum Mann nehmen, so sollst du seine Koenigin sein dein Lebelang." 5

Als er dies gesagt, oeffnete er die Thuere und herein trat Heino und drueckte Blauaeuglein an sein Herz. Da war grosze Freude im ganzen Land, und alle Leute wollten das schoene fromme Maedchen sehen, welches 10
den Koenigssohn errettet hatte.

Als sie jedoch vor dem Altare standen, und die Ringe wechseln sollten, vergasz Heino, dasz ihm die rechte Hand fehlte, und er streckte dem Priester den Stumpf hin. Da geschah ein Wunder; denn als der Priester den Stumpf beruehrte, wuchs aus ihm eine neue Hand hervor, wie eine weisse Blume aus einem braunen Ast. Aber um das Handgelenk lief ein feiner roter Streif, schmal wie ein Faden, herum. Den behielt er sein ganzes Leben.

- (b) Outline very briefly the Traeumerei from which this extract is taken.
- (c) *Ihm* (l. 16). Parse.
- (d) Translate into German: A narrow streak encircles the wrist of the King's son.
- (e) Wherein lies the charm of Leander's tales? Answer as concisely as possible.

STANDARD VIII.

ESSAYS.

TIME —ONE AND ONE-HALF HOURS. EXAMINERS { JAS. C. MILLER, B.S.
J. F. BOYCE, B.A.

NOTE.—The candidate will write on *one* of the themes in "A" and on *one* in "B". The test will be based not so much upon the candidate's knowledge of the subject matter as upon his ability to express his thoughts in good English. Work palpably defective in spelling, writing, punctuation or paragraphing will not be accepted.

Values

A

- (1) A character sketch of Richard the First.
(The Talisman.)
- 35 (2) A comparison of the character of Richard with that of the Saladin.
(The Talisman.)
- (3) The struggle between Hastings and the councillors Clavinger and Francis.
(Essay on Warren Hastings—*Clive*.)

B

- (1) Citizenship.
- 40 (2) Opportunity.
- (3) Experience,
"I am a part of all that I have met,
Yet all experience is an arch where thro'
Gleams that untravelled world whose margin fades
Forever and forever as I move."

—*Tennyson*.

STANDARD VIII.

LITERATURE (SHAKESPEARE AND MILTON).

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. E. LOUCKS, B.A.
J. A. SMITH, B.A.

Values

- 10 1. What is the underlying philosophy of the play *Coriolanus*?
- 3 2. From what source did Shakespeare obtain the history
6 of this drama? Make a short synopsis of the history.
3. "Then we shall ha' means to vent
Our musty superfluity."
 "Where I find him, were it
At home, upon my brother's guard, even there,
Against the hospitable canon, would I
Wash my fierce hand in 's heart."
 "I cannot call you Lycurguses—if the drink
You give me touch my palate adversely, I
Make a crooked face at it."
 "Why had your bodies
No heart among you? or had you tongues to cry
Against the rectorship of judgment?"
 "Every word thou has spoke hath weeded from my heart
A root of ancient envy."
- 10 (a) Interpret clearly each of the above extracts.
- 10 (b) Mention the speaker of each and establish definitely
 the connection.
- 3 4. What is the part of Menenius in the play?
- 2 Has he humour?
- 4 If so, characterize and exemplify it.
- 5 5. Wherein lies the strength and weaknesses in the character
3 of Coriolanus? Was it fault of his own or the envy
 and jealousy of the tribunes that caused his banishment?
- 10 6. "Volumnia is a splendid type of the Roman matron."
 Justify this statement and indicate point by point
 the arguments she used to persuade her son to
 abandon the siege of Rome.
7. "Whither of open war or covert guile
We now debate."
- 3 (a) Who were the speakers in this debate?
- 8 (b) Give the various arguments advanced by the respective speakers.
- 3 (c) How was the question settled and what, according
 to Milton, was the result?

8. "Through many a dark and dreary vale
They passed, and many a region *dolorous*,
O'er many a frozen, many a fiery Alp,
Rocks, caves, lakes, fens, bogs, dens and shades of death,
A universe of death, which God by curse
Created evil, for evil only good,
Where all life dies, death lives and nature breeds
Perverse, all monstrous, all prodigious things,
Abominable, *unutterable*, and worse
Than fables yet have feigned, or fear conceived,
Gorgons, and *Hydras*, and *Chisnaeras* dire."
- 4 (a) Paraphrase.
- 3 (b) Explain clearly the connection.
- 7 (c) Define words in italics.
- 5 (d) Scan lines 4 to 11 inclusive and use this as an example
to explain the metre and versification of the poem.
- 4 (e) Point out and show force and beauty of any figurative
expressions.
- 8 9. "Then when lust hath conceived, it bringeth forth sin,
and sin, when it is finished, bringeth forth death."
Give in your own words the substance of Milton's
famous allegory of the above passage from the
New Testament.
- 6 10. Describe the journey of Satan from the throne of Hell
to "this pendant world."
11. "for whence,
But from the author of all ill, could spring
So deep a malice, to confound the race
Of mankind in one root, and earth with hell
To mingle and involve, done all to spite
The great Creator? but their spite still serves
His glory to augment."
- 3 (a) What was Satan's plan with regard to the earth?
- 3 (b) "But their spite still serves
His glory to augment." What did Milton mean by this
statement?
- 2 (c) Do you agree with him? Give good and sufficient
reasons for your answer.

STANDARD VIII.

LITERATURE (ELIOT AND GOLDSMITH).

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. E. LOUCKS, B.A.
J. A. SMITH, B.A.

Values

- 12 1. "A child, more than all other gifts
That earth can offer to declining man,
Brings hope with it, and forward looking thoughts."

Illustrate the truth of this quotation from the experience of Silas Marner.

- 10 2. Mention the mental processes and the physical actions of Dunsey Cass from the first thought of Marner's money to the actual perpetration of the theft.

3. "Godfrey felt a great throb; there was one terror in his mind at that moment: It was, that the woman might not be dead. That was an evil terror—an ugly inmate to have found a nestling-place in Godfrey's kindly disposition, but no disposition is a security from evil wishes to a man whose happiness hangs on duplicity."

- 10 Explain the incident fully and make it a basis to describe and criticize the character of Godfrey Cass.

- 4 4. What is the character of George Eliot's humor? Is there
3 ever any bitterness in it? Compare with Dickens
4 or Thackeray in this respect.

- 3 5. Why did Marner wish to revisit Lantern Yard? Was
2 his quest successful? Why does Eliot close this
3 incident in the way she does?

- 4 6. What is Mrs. Winthrop's philosophy of life? Her place
4 in the story?

7. "And yet, perhaps if countries we compare,
And estimate the blessings which they share,
Though patriots flatter, still shall wisdom find
An equal portion dealt to all mankind;
As different good, by Art or Nature given,
To different nations makes their blessings even."

- 9 Explain carefully the part this extract has in the poem from which it is taken.

- 8 8. (a) Give in detail the generalizations of the poet upon
any two of the countries he describes.

- 2 (b) Are these generalizations deep and philosophic or
narrow and superficial?

- 4 (c) Compare Goldsmith with Browning in this respect.

- 4 9. "Where sea-born gales their gelid wings expand
To winnow fragrance round the smiling land."

- 4 "And late the nation found with fruitless skill
Its former strength was but plethoric ill."—

- 4 "Here may be seen, in bloodless pomp array'd,
The pasteboard triumph and the cavalcade."

- 4 "Where lawns extend that scorn Arcadian pride,
And brighter streams than fam'd Hydaspes glide."

- 4 "The wealth of climes where savage nations roam,
Pillag'd from slaves to purchase slaves at home."—

Explain the meaning and the exact reference of each of the above couplets.

- 6 10. Write a note on Goldsmith's use of the rhymed couplet.

STANDARD VIII.

CONSTITUTIONAL AND INDUSTRIAL HISTORY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. W. BROWN, B.A.
J. E. LOUCKS, B.A.

Values

- 10 1. Give a full account of the effects of the Thirty Years' War.
- 10 2. Trace the events leading to the French Revolution. How was England drawn into this struggle?
- 12 3. Write notes on any three:
 - (a) Charles XII of Sweden.
 - (b) Peter the Great.
 - (c) Bill of Rights.
 - (d) Reform Bill of 1832.
- 12 4. "The principal characteristics of the English constitution are inapplicable in countries where the materials for monarchy or an aristocracy do not exist." Explain this and point out the strong features of a monarchy.
- 12 5. "The merit of the British Constitution consists in the close union and fusion of the legislative and executive authorities." Explain and compare with Presidential Government in this respect.
- 12 6. Point out concisely the merits and defects of the House of Lords. Make suggestions for overcoming these defects. What checks are there on the House of Lords?
- 10 7. What are the physical conditions that have favoured the development of industries in England?
- 12 8. In what way were individual and colonial interests interfered with in England in order to promote what was supposed to be the political well-being of the nation? Discuss the wisdom of such policy.
- 10 9. Discuss the nature of the inter-dependence of capital and labour and show that either capitalist or labourer may injure an industry by the pursuit of his immediate interest.

STANDARD VIII.

TRIGONOMETRY.

TIME—THREE HOURS. EXAMINERS { G. E. ELLIS, B.A.
JOHN ROSS, B.A.

Values

- 4 1. (a) Define (i) a radian, (ii) radian measure of an angle.
- 2 (b) What is the relation between radian measure and degree measure?

- 6 (c) Show that $A=rO$, where A is the length of an arc, r is the radius of the circle and O is the radian measure of the angle subtending the arc.
2. From the definitions of the ratios of an angle prove the following:
- 3 (a) The cosine is the reciprocal of the secant.
- 6 (b) $1 = \sec^2 A - \tan^2 A = \frac{\sec^2 A + \operatorname{cosec}^2 A}{\sec^2 A \operatorname{cosec}^2 A}$
- 6 (c) If $\tan A = \sqrt{3}$ and $5 \sin B = 3$, find $\sin (A+B)$ where A and B are acute angles.
- 15 3. A valley is crossed by a horizontal bridge of length l . The sides of the valley make angles A and B with the horizon; show that the height of the bridge above the bottom of the valley is $\frac{l}{\cot A + \cot B}$
4. Deduce the following:
- 5 (a) $\cos 2A = \cos^2 A - \sin^2 A$.
- 5 (b) $\tan 2A = \frac{2 \tan A}{1 - \tan^2 A}$
- 7 (c) The product formula for $\cos A - \cos B$.
- 10 5. (a) Trace the changes in the sine as the angle increases from 0° to 360° .
- 8 (b) Give a graphical illustration of the sine.
- 16 6. The side of a regular pentagon is 24 feet. Find the difference between its area and that of the circumscribing circle, given—
 $\sin 54^\circ = .809$.
 $\sec 54^\circ = 1.7013$.
- 6 7. (a) Deduce the relation between the ratios of A and those of $180^\circ - A$.
- 10 (b) If $A + B + C = 180^\circ$, prove—
 $\sin A + \sin B + \sin C = 4 \cos \frac{A}{2} \cos \frac{B}{2} \cos \frac{C}{2}$
- 16 8. AB is a base line 1,000 feet long measured along the straight bank of a river, and C is a point on the opposite bank. The angles ABC and BAC are measured and found to be $65^\circ 18'$ and $46^\circ 34'$ respectively. Find the distance BC and the breadth of the river at C .
- Given:
- Log. $\sin. 46^\circ 34' = 9.86104$
 Log. $\sin. 65^\circ 18' = 9.95832$
 Log. $\sin. 68^\circ 8' = 9.96757$
 Log. $7.8247 = 0.89347$
 Log. $7.1088 = 0.85179$

STANDARD VIII.

PHYSICAL SCIENCE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS $\left\{ \begin{array}{l} \text{J. F. BOYCE, B.A.} \\ \text{W. H. THOMPSON, B.A.} \end{array} \right.$

Values

- 6 1. (a) Write concise explanatory notes on the forms and the propagation of wave-motion.
- 4 (b) Show how a knowledge of wave-motion assists in explaining the origin and transmission of sound.
- 4 (c) Danger sometimes arises from the vibration of the walls of a building due to the vibratory movement of machinery within. Explain. How may the danger be diminished?
- 8 2. (a) Explain the phenomena of (i) whispering galleries, (ii) forced and sympathetic vibrations.
- 7 (b) Describe an experiment illustrating the interference of sound waves. From the experiment deduce a method of finding the velocity of sound in air.
- 6 3. (a) Show how to use a Bunsen photometer to verify the law of inverse squares.
- 7 (b) A gas flame, when burning at the rate of 5 cubic feet per hour, placed at a distance of 100 inches from the screen illuminates it equally with a candle placed at 30 inches burning at the rate of one ounce in four hours. The gas costs 85 cents per 1,000 cubic feet, the candles 25 cents per pound. Compare the cost of lighting a room with gas and with candles respectively.
- 10 4. (a) An object is moved from a great distance up close to a concave mirror. Show the path of the rays, draw and describe the image when the object is placed in five typical positions.
- 5 (b) Using a diagram, explain critical angle and total reflection. What practical application is made of the phenomena of total reflection?
- 8 5. (a) Explain carefully (illustrating your answer by a drawing) how you would prove that sunlight is composed of lights of various colors and that the constituent lights can be re-combined to produce white light.
- 6 (b) How would you demonstrate the existence of ether waves beyond the ends of the visible spectrum?
- 9 6. (a) Explain the phenomena of magnetic induction. How may it be used to demonstrate the direction and strength of the magnetic field about (i) a bar magnet, (ii) a wire through which an electric current is flowing?
- 9 (b) Using a diagram explain the principle of the electric telegraph.

- 9 (c) Give a diagram showing the essential parts of Ruhmkorff's coil and explain its action.
- 9 7. (a) State the more common properties of the Roentgen rays and explain the part played by the induction coil in producing them.
- 8 (b) State, giving reasons, how you would group voltaic cells for (i) a long distance telephone, (ii) electroplating. Give reasons.
- 10 (c) Explain the construction and principle of action of *One* of the following:
 (i) Storage cells and Wheatstone's bridge; or
 (ii) A dynamo.

STANDARD VIII.

CHEMISTRY.

TIME--TWO AND ONE-HALF HOURS. EXAMINERS { W. H. THOMPSON, B.A.
 C. H. RUSSELL, B.A.

Values

- 5 1. (a) Describe experiments to show the composition of water (i) by volume, (ii) by weight.
- 5 (b) Outline the preparation and properties of hydrogen peroxide.
- 4 2. (a) State fully the facts upon which the Atomic Theory is based.
- 4 (b) Distinguish between *atoms* and *ions*, and explain clearly the theory of electrolytic dissociation.
- 3 (c) In the light of the latter theory define the terms *acid* and *base* and discuss the nature of neutralization.
- 3 3. Represent the reactions in the following operations by equations and state any further facts observable:
- 3 (i) A mixture of potassium chlorate and manganese dioxide is heated.
- 3 (ii) Chlorine is passed into a warm concentrated solution of potassium hydrate.
- 3 (iii) Copper is treated with nitric acid.
- 3 (iv) A solution of common salt is electrolyzed.
- 3 (v) Zinc dust is treated with potassium hydrate.
- 3 (vi) Oxalic acid and strong sulphuric acid are heated together.
- 10 4. Explain and illustrate somewhat fully the Periodic Law. Of what value has this law been to the chemist?
- 18 5. Give a brief account of the Nitrogen Group of elements, showing the similarity of properties among the members of the group, and indicating analogies among their compounds.

- 4 **6.** (a) Describe the preparation of phosphine.
 3 (b) Explain how bleaching powder acts in bleaching.
 4 (c) Show fully why hydrogen sulphide is so commonly
 used as a reagent in chemical analysis.
- 10 **7.** Give an account of a commercial method for the manu-
 facture of sodium carbonate.
- 6 **8.** (a) State Rasult's Laws. Account for the apparent
 exceptions.
 7 (b) If .36 g. of carbòn is used up in the preparation of
 water gas, what weight of the gas is formed? Com-
 pare (i) the volumes, (ii) the weights of the con-
 stituent gases in the mixture. [H—1.01, C—12,
 O—16.]
- 13 **9.** (a) Describe the treatment of iron ores in the blast-furnace.
 6 (b) What is meant by (i) cast iron, (ii) wrought iron,
 (iii) steel? State briefly the properties and uses
 of each.

STANDARD VIII.

ALGEBRA.

TIME—THREE HOURS.

EXAMINERS { J. ROSS, B.A.
G. E. ELLIS, B.A.*Values*

- 8 **1.** (a) Prove that a surd cannot equal the sum or difference
 of a rational quantity and a surd, or of two dissimilar
 surds.
 6 (b) Find the square root of $41 - 24\sqrt{2}$.
- 5 **2.** (a) Solve the quadratic $x^2 + px + q = 0$, and show that a
 quadratic equation has two and only two roots.
 6 (b) If $x^2 - 3x - a = 0$ and $x^2 - 4x - 5 = 0$, have one root in
 common, show that $a^2 - 14a + 40 = 0$.
- 3.** Solve:
 4 (a) $x^2 - 3x - 6\sqrt{x^2 - 3x - 3} = -2$.
 4 (b) $x^2 + axy = 340$.
 $7xy - y^2 = 171$.
 4 (c) $\sqrt[3]{x} + \sqrt[3]{y} = 3$.
 $x + y = 9$.
- 8 **4.** (a) Find the arithmetic, geometric and harmonic mean
 between 2 and 12 1-2.

- 8 (b) A debt can be discharged in a year by paying 3 dollars the first week, 5 dollars the second, 7 dollars the third, etc. Required: the last payment and the amount of the debt.
- 8 (c) Find two numbers whose arithmetic mean exceeds their geometric mean by 2, and whose harmonic mean is one-fifth of the larger number.
- 12 5. (a) Find the number of permutations of n dissimilar things taken r at a time, and from your result deduce the number of combinations of n dissimilar things taken r at a time.
- 10 (b) At a meeting of a debating society there were 11 speakers; 6 spoke for the government and 5 for the opposition. In how many ways could the speeches have been made if a member of the government always speaks first and the speeches are alternately for the government and the opposition.
- 12 6. (a) Find the expansion of $(x+a)^n$ when n is a positive integer.
- 6 (b) Show that in the above expansion the numerical coefficients of any two terms, equidistant from the beginning and the end are the same.
- 7 7. (a) Write out the first five terms and the general term of $(1+x)^{-2}$.
- 7 (b) Find to four places of decimals the value of $\sqrt[3]{122}$.
- 10 8. A and B lay out equal sums in trade; A gains £100, and B loses so much that his money is now only $\frac{2}{3}$ of A's; but if each gave the other $\frac{1}{3}$ of his present sum, B's loss would be diminished by one-half. What had each at first and what would A's gain be now?

STANDARD VIII.

GEOMETRY.

TIME—THREE HOURS.

EXAMINERS { J. A. SMITH, B.A.
P. A. THIBAudeau, B.A.

Values

- 5 1. (a) Construct a rectilinear figure equal to a given rectilinear figure and having fewer sides by one than the given figure.
- 7 (b) Construct a triangle equal in area to a given pentagon.
- 7 (c) Bisect a triangle by a straight line drawn through a given point in the base.

- 8 2. (a) If a straight line be divided into two equal parts and also into two unequal parts, the rectangle contained by the two unequal parts, together with the square on the line between the points of section, is equal to the square on half the line. II. 5.
- 5 (b) Show that II. 5 and 6 are included in the following enunciation—the difference of the squares on two straight lines is equal to the rectangle contained by their sum and difference.
- 8 3. (a) In any triangle the sum of the squares on two sides is equal to twice the square on half the third side together with twice the square on the median which bisects the third side.
- 7 (b) The squares on the sides of a quadrilateral are together greater than the squares on its diagonals by four times the square on the straight line joining the middle points of its diagonals.
- 2 4. (a) What are conjugate arcs of a circle? “The angles in conjugate segments of a circle are supplementary.” How does Euclid enunciate this theorem? State and prove its converse.
- 2
- 6
- 7 (b) A quadrilateral is inscribed in a circle; show that the sum of the angles in the four segments of the circle exterior to the quadrilateral is equal to six right angles.
- 8 5. (a) If a straight line touch a circle and from the point of contact a chord be drawn, the angles which this chord makes with the tangent shall be equal to the angles in the alternate segments. III. 32.
- 8 (b) Two diameters AOB, COD of a circle are at right angles to each other; P is a point in the circumference; the tangent at P meets COD produced at Q and AP, BP meet the same line at R and S respectively; show that RQ is equal to SQ.
- 7 6. (a) Describe a circle about a given triangle. IV. 5.
- 5 (b) Given the base, altitude and the radius of the circumscribed circle, construct the triangle.
- 8 7. (a) Inscribe a regular hexagon in a given circle. IV. 15.
- 4 (b) Indicate two methods of describing a regular hexagon about a circle.
- 6 (c) Show that the area of the inscribed hexagon is to the area of the circumscribed hexagon as 3 is to 4.
- 8 8. (a) If the vertical angle of a triangle be bisected by a straight line which also cuts the base, the segments of the base shall have the same ratio which the other sides of the triangle have to one another. VI. 3.
- 7 (b) AB is a diameter of a circle, CD is a chord at right angles to it, and E is any point in CD; AE and BE

are drawn and produced to cut the circle at F and G; show that the quadrilateral CFDG has any two of its adjacent sides in the same ratio as the remaining two.

STANDARD VIII.

LATIN GRAMMAR AND PROSE COMPOSITION.

TIME—TWO AND ONE-HALF HOURS.

Values

- 9 1. Decline together: Totus ille dies, vir quidam Romanus, uterque senex.
- 8 2. Distinguish between: Auxilium and auxilia, copia and copiae, mos and mores, impedimentum and impedimenta.
- 8 3. Compare: Frugi, nequam, vetus, juvenis, arduus, mirus, magnopere, diu.
- 9 4. Give in full: The Perfect Subjunctive of sequor and volo, the Imperfect Indicative Active of possum and eo, the Future Imperative Active of do and edo.
- 6 5. What are the principal parts of augeo, spondeo, misereor, temno, coepi constat.
6. Translate into Latin:
 - 2 (a) He is said to have pitied his brother.
 - 2 (b) I am not such a person as to be frightened.
 - 2 (c) On the receipt of the letter he left the city.
 - 2 (d) What may happen to anyone may happen to you.
 - 3 (e) The general, who saw that he could not prevent it, ordered the men to advance.
 - 3 (f) He answered that he had not as yet learned to sacrifice the safety of his country to his own.
 - 2 (g) He swore never to return, unless victorious.
- 16 7. Translate into English:

“Caesar cognito consilio eorum ad flumen Tamesim in fines Cassivellauni exercitum duxit; quod flumen uno omnino loco pedibus, atque hoc aegre, transiri potest. Eo cum venisset animadvertit ad alteram fluminis ripam magnas esse copias hostium instructas. Ripa autem erat acutis sudibus praefixis munita, eiusdemque generis sub aqua defixae sudes flumine tegebantur. His rebus cognitis a captivis perfugisque Caesar praemisso equitatu confestim legiones subsequi iussit. Sed ea celeritate atque eo impetu milites ierunt, cum capite solo ex aqua extarent ut hostes impetum legionum atque equitum sustinere non possent ripasque dimitterent ac se fugae mandarent.

- 15 8. Write a brief note upon the First Punic War under the following heads: Causes, chief events, results.
- 13 9. Describe briefly private and social life in Rome during the reign of Augustus.

STANDARD VIII.

LATIN AUTHORS.

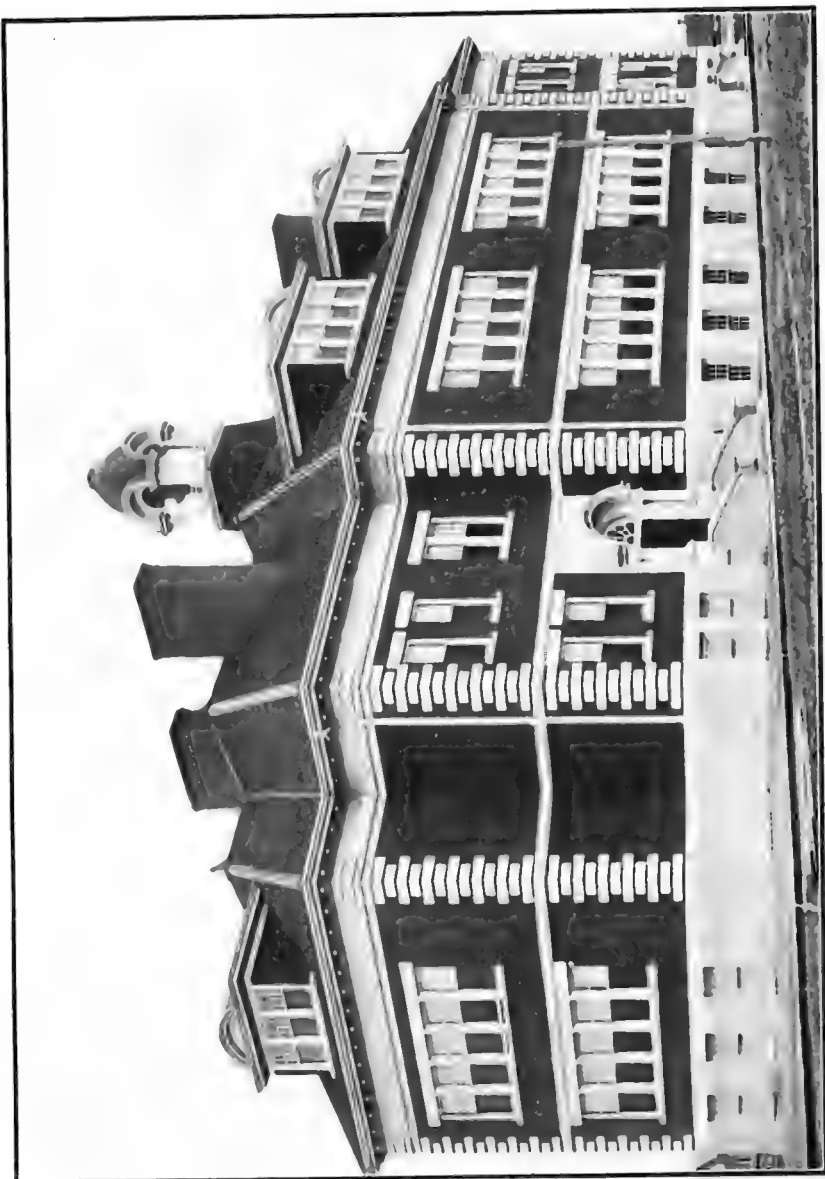
TIME—TWO AND ONE-HALF HOURS.

Values

- 20 1. Translate:

Ad etiam sunt qui dicant, Quirites, a me eiectum in exilium esse Catilinam. Quod ego si verbo adsequi possem, istos ipsos eicerem, qui haec loquuntur. Homo enim videlicet timidus aut etiam permodestus vocem consulis ferre non potuit: simul atque ire in exilium iussus est, paruit, ivit. Hesterno die, Quirites, cum domi meae paene interfectus essem, senatum in aedem Iovis Statoris convocavi, rem omnem ad patres conscriptos detuli: quo cum Catilina venisset, quis eum senator appellavit? quis salutavit? quis denique ita aspexit ut perditum civem, ac non potius ut importunissimum hostem? quin etiam principes eius ordinis partem illam subselliorum, ad quam ille accesserat, nudam atque inanem reliquerunt. Hic ego vehemens ille consul, qui verbo cives in exilium eicio, quaesivi a Catilina, in nocturno conventu apud M. Laecam fuisset necne. Cum ille, homo audacissimus, conscientia convictus primo reticuisset, patefeci cetera: quid ea nocte egisset, quid in proximam constituisset, quem ad modum esset ei ratio totius belli descripta, edocui. Cum haesitaret cum teneretur, quaesivi, quid dubitaret proficisci eo, quo iam pridem pararet, cum arma, cum secures, cum fascies, cum tubas, cum signa militaria, cum aquilam illam argenteam, cui ille etiam sacrarium domi suae fecerat, scirem esse praemissam. In exilium eiciebam, quen iam ingressum esse in bellum videbam? Etenim, credo, Manlius iste centurio, qui in agro Faesulano castra posuit, bellum populo Romano suo nomine indixit, et illa castra nunc non Catilinam ducem expectant, et ille, eiectus in exilium se Massaliam, ut aiunt, non in, haec castra conferet.

- 4 (a) Give a brief synopsis of the argument in this oration.
- 3 (b) State the purpose of the oration and the circumstances that led up to its delivery.
- 6 (c) Parse: eicerem, videlicet, paruit, reliquerunt, patefeci, sacrarium.
- 2 (d) Give reasons for the case of: verbo, hesterno die, suo nomine.



CENTRAL SCHOOL, LETHBRIDGE

15 2. Translate:

Lydia, dic, per omnes
 te deos oro, Sybarin cur properes amando
 perdere; cur apricum
 oderit Campum, patiens pulveris atque solis?
 cur neque militaris
 inter aequales equitat, Gallica nec lupatis
 temperat ora frenis?
 cur timet flavum Tiberim tangere? cur olivum
 sanguine viperino
 cautius vitat neque iam livida gestat armis
 braccia, saepe disco,
 saepe trans finem iaculo nobilis expedito?
 Quid latet, ut marinae
 filium dicunt Thetidis sub lacrimosa Troiae
 funera, ne virilis
 Cultus in caedem et Lycias proriperet catervas?

- 3 (a) Write explanatory notes on: apricum Campum, disco, Thetidis.
 2 (b) Name the metre and scan lines 1—4.
 2 (c) Explain the construction in: per te deos oro, sub lacrimosa Troiae funera.
 3 (d) Parse: dic, latet, proriperet.

17 3. Translate:

Quis desiderio sit pudor aut modus
 tam cari capitis? praecipe lugubres
 cantus, Melpomene, cui liquidam pater
 vocem cum cithara dedit.

Ergo Quintilium perpetuus sopor
 urget! cui Pudor et Iustitiae soror,
 incorrupta Fides, nudaque Veritas
 quando ullum inveniet parem?
 multis ille bonis flebilis occidit,
 nulli flebilior quam tibi, Virgili.
 tu frustra pius heu non ita creditum
 poscis Quintilium deos.

quid si Threicio blandius Orpheo
 auditam moderere arboribus fidem,
 num vanae redeat sanguis, imagini
 quam virga semel horrida,
 non lenis precibus fata recludere,
 nigro compulerit Mercurius gregi.
 durum: sed levius fit patientia,
 quicquid corrigere est nefas.

- 4 (a) Write brief notes on: Melpomene, Quintilium, Orpheo, Mercurius.
 2 (b) What is the implication in Iustitiae soror, Fides?
 2 (c) Account for the case of nigro, and for the number of inveniet.

15 4. Translate:

Haec igitur tibi reliqua pars est: hic restat actus in hoc elaborandum est, ut rem publicam constituas, aequae tu in primis summa tranquillitate et otio perfruare: tum te, si voles, cum et patriae quod debes solveris, et naturam ipsam expleveris satietate vivendi, satis diu vixisse dicito. Quid est enim (omnino) hoc ipsum diu, in quo

est aliquid extremum? quod cum venit, omnis voluptas praeterita pro nihilo est quia postea nulla est, futura. Quamquam iste tuus animus numquam his augustiis, quas natura nobis ad vivendum dedit, contentus fuit: semper immortalitatis amore flagravit. Nec vero haec tua vita ducenda est, quae corpore et spiritu continentur. Illa, inquam, illa vita est tua, quae vigeat memoria saeculorum omnium, quam posteritas alet, quam ipsa aeternitas semper tuebitur. Huic tu inservias, huic te ostentes oportet, quae quidam quae miretur iam pridem multa habet! nunc etiam quae laudet exspectat. Obstupescant posterum certe imperia, provincias, Rhenum, Oceanum, Nilum, pugnas innumerabiles, incredibilis victorias, monumenta, munera, triumphos audientes et legentes tuos.

STANDARD VIII.

FRENCH GRAMMAR, COMPOSITION AND SIGHT
TRANSLATION.

TIME—TWO AND ONE-HALF HOURS.

1. Write in full:
 - (a) The present indicative of *savoir*.
 - (b) The future indicative of *acheter*.
 - (c) The present subjunctive of *faire*.
 - (d) The imperfect subjunctive of *avoir*.
 - (e) The perfect subjunctive of *arriver*.
 - (g) The imperative of *manger*.
2. (a) Translate into French: Most folk know very well that the people of that island are brave and clever and that a great part of their soldiers are true patriots.
 (b) What are the chief rules relating to the agreement of the verb with a collective subject, in French?
3. Give the plural form of each of the following nouns: *Demi-tasse, bras, timbre-poste, chateau, tête-à-tête, voix, chef-d'oeuvre, travail, jeu, cheval, monseigneur, bijou, grand'-mère, gent, grand-père, nez*.
4. Distinguish the imperfect and past definite tenses, with regard to use and meaning.
5. Translate into French:
 - (a) I wanted him to stay yesterday and he wants me to stay today.
 - (b) A third of the first sum would be three-quarters of the second and half of the third.
 - (c) It will be a great honour for our school, should you win the prize; so I should be very glad if you were to study better.
 - (d) Don't give him any; give it to them.
 - (e) I saw my brother going out and there they are, passing.

- (f) A person learns French while speaking French and there is no other way of doing it.
- (g) Having said these consoling words, she smiled sweetly.
- (h) He was born at London in Europe, but at present he lives at New Orleans in the United States.

6. Translate into French:

"My dear sir," said I, "did you meet any brigands? Is it true, as people have said, that there are still brigands in Greece?"

"It is only too true," he answered gravely. "I have lived a fortnight in the hands of the terrible Hadgi-Stravos, surnamed *The King of the Mountains*; so I can talk about it from experience. If you are at leisure and a long story won't frighten you, I am ready to give you the details of my adventure. You can make of it (en) what you like—a novel or an additional chapter for that little book in which you have collected such curious facts."

7. Translate into English:

Les premiers Romains ne partageaient l'année qu'en dix mois; ce fut Numa Pompilius qui y ajouta janvier et février. Le premier tira son nom de Janus, auquel il fut consacré. Comme il ouvrit le nouvel an, on entoura son commencement d'heureux présages, et de là vint la coutume des visites entre voisins, des souhaits de prospérité et des présents du nouvel an. Les présents usités chez les Romains étaient symboliques. On offrait des figes sèches, des dattes et du miel, comme emblems de "la douceur des auspices sous lesquels l'année devait commencer son cours," et une petite pièce de monnaie, qui présageait la richesse.

STANDARD VIII.

FRENCH AUTHORS.

TIME—TWO AND ONE-HALF HOURS.

1. (a) Translate into idiomatic English:

Or le Roi était intraitable sur le chapitre de la probité. Lorsqu'il prenait un homme en faute, il l'expulsait ignominieusement et lui disait avec une ironie accablante: "*Va te faire magistrat!*"

Hadgi-Stavros demanda au Corfiote: "Qu'as-tu fait?" 5

—C'était jour de marché: j'ai arrêté ceux qui revenaient.

—Combien?

—Cent quarante-deux personnes. 10

—Et tu rapportes?

—Mille six francs quarante-trois centimes.

—Sept francs par tête! C'est peu.

—C'est beaucoup. Des paysans!

- Tu n'as pas de bijoux? 15
 —Non.
 —Il n'y avait donc pas de femmes?
 —Je n'ai rien trouvé qui valût la peine d'être rapporté.
 —Qu'est-ce que j'é vois à ton doigt? 20
 —Une bague.
 —En or?
 —Ou en cuivre; je n'en sais rien.
 —D'où vient-elle?
 —Je l'ai achetée il y a deux mois. 25
 —Si tu l'avais achetée, tu saurais si elle est en cuivre ou en or. Donne-la!"

Le Corfiote se dépouilla de mauvaise grâce. La bague fut immédiatement encaissée dans un petit coffre plein de bijoux. 30

"Je te pardonne, dit le Roi, en faveur de ta mauvaise éducation. Les gens de ton pays déshonorent le vol en y mêlant la friponnerie. A un autre!"

- (b) Show clearly at least three traits prominent in the character of Hadgi-Stavros, as indicated in this passage.
 (c) Translate into French: Here is a copper finger-ring that I bought one market-day, seven months ago.
 (d) Translate into French: There is nothing worth doing here, consequently I am going to go and be a soldier.
 (e) *Je te pardonne* (l. 31). Distinguish the transitive and intransitive use of *pardonner*.
 (f) *Personne*. Comment on the gender of this word.

2. (a) Translate into idiomatic English:

Je me retournai brusquement vers elle, je lui tendis les mains, je criai: "C'est moi!"

Le croiriez-vous, monsieur? elle recula comme épouvantée. Mme Simons leva si haut la tête qu'il me sembla que son oiseau de paradis s'envolait au plafond. Le vieux monsieur me prit par la main, me conduisit à l'écart, m'examina comme une bête curieuse et me dit: "Monsieur, êtes-vous présenté a ces dames? 5

—Il s'agit bien de tout cela, mon digne monsieur Sharper! Je suis Hermann! Hermann Schulz! leur compagnon de captivité! leur sauveur!

—Yes, yes, répondit-il. Mais la coutume anglaise, monsieur, exige absolument qu'on soit présenté aux dames. 15

—Mais puisqu'elles me connaissent, mon bon et excellent monsieur Sharper! nous avons diné plus le dix fois ensemble! Je leur ai rendu un service de cent mille francs! vous le savez bien? chez le Roi des montagnes? 20

—Yes, yes; mais il faut d'abord vous faire.

—Mais vous ne savez donc pas que je me suis exposé à mille morts pour Mary Ann?

—Fort bien; mais vous n'êtes pas présenté.

—Présentez-moi donc vous même!

—Yes, yes; mais il faut d'abord vous faire présenter à moi.

- (b) At what is the author's satire aimed, in this extract?
- (c) What were the circumstances that led About to write *Le Roi des Montagnes*? Indicate in a single sentence the nature and purpose of the novel.
- (d) *Soit présenté* (l. 14). Parse.
- (e) Translate: It was first necessary for their companion in captivity to get himself introduced to them.
- (f) *Plus de dix* (l. 18). Under what circumstances is "than" to be translated by "de"? Translate: It was more than that; it amounted to having exposed my life more than five times.
- (g) Clearly distinguish *connaître* and *savoir*. Translate: I know that the ladies know you.
3. (a) Translate into idiomatic English:
- MADAME RATINOIS, *s'asseyant, ainsi que madame Malingear*. Trop bonne, madame... Je crains d'être importune.... J'ai interrompu mademoiselle!
- EMMELINE. Oh! madame...
- MADAME RATINOIS, à *madame Malingear*. C'est 5
mademoiselle votre fille!...
- MADAME MALINGEAR. Oui, madame.
- MADAME RATINOIS, à *part*. Frédéric a raison... elle est très bien! (*Haut*). Je vois que mademoiselle 10
est musicienne.
- MADAME MALINGEAR. Élève de Duprez.
- MALINGEAR, à *part*, étonné. Hein!...
- MADAME RATINOIS. Ah!... Duprez est son professeur? ..
- MADAME MALINGEAR. Nous l'attendons. 15
- MALINGEAR, à *sa femme*. Qu'est-ce que tu chantes là?...
- MADAME MALINGEAR, *vivement*. Un morceau de *la Fuive!* (*A madame Ratinois.*) Mon mari demande à sa fille ce qu'elle chante. C'est un morceau de 20
la Fuive. (*Elle fait des signes à Malingear, qui s'assied à droite.*)
- MADAME RATINOIS, à *part*. La maison est sur un grand pied! C'est bien mieux que chez nous!
- MADAME MALINGEAR. Moi, d'abord, j'ai pour prin- 25
cipe de m'adresser aux premiers maîtres... Ainsi, quand Emmeline a commencé la peinture.
- MADAME RATINOIS, à *Malingear*. Ah! mademoiselle peint aussi?
- MALINGEAR, *embarrassé*. Oui... il paraît... Demandez à ma femme.
- (b) Outline very briefly the plot of the comedy from which this extract is taken.
- (c) *bien* (l. 9). Comment on the use of this word as in this sentence.
- (d) Distinguish the meaning of the verb *chanter* as used in lines 17 and 20.
- (e) Translate: Madame Malingear's affairs appear to be on a most elaborate scale. When her daughter commenced music she became a pupil of one of the most distinguished masters.

(g) *la peinture* (l. 27). Explain clearly the use of the article that is here illustrated.

4. (a) Translate into idiomatic English:

RATINOIS, *à sa femme*. Mère coupable...et bouffie de vanité...Mais c'est la mode aujourd'hui!

MALINGEAR. On fait la roue!

RATINOIS. On se gonfle comme des ballons!

MALINGEAR. Et l'on ne craint pas de sacrifier l'avenir, le bonheur de ses enfants!

RATINOIS. Car ils s'aiment...Mais on répond: Qu'est-ce que cela fait? Ee voilà des mères! Bonsoir.

MADAME MALINGEAR. Ah, cà! qu'est-ce vous avez?...

MADAME RATINOIS. Explique-moi...

RATINOIS, *avec véhémence*. Prends ton tricot!

...Car elle tricote tous mes bas de laine, monsieur! (*Il passe devant sa femme.*)

MALINGEAR, *de même*. Mais ma femme aussi, monsieur!

MADAME RATINOIS. Comment! vous, madame!

RATINOIS. Mais oui!...A bas les masques!... Ratinois, ancien confiseur...pas raffineur!

MONSIEUR ET MADAME MALINGEAR. Comment?...

MADAME RATINOIS. Mais, mon ami...

RATINOIS. Laisse-moi tranquille! Au *Pilon d'argent*...elle tenait le comptoir...Donne cent mille francs de dot à son fils.

MALINGEAR. A mon tour! Malingear, docteur sans clientèle!

MADAME RATINOIS. Comment?

RATINOIS. Mais la duchesse?..

MALINGEAR. Je n'ai soigné qu'un cocher cette année, et gratis...Donne cent mille francs de dot à sa fille!

(b) *Bouffie de vanité* (l. 2), *fait la roue* (l. 3), *se gonfle* (l. 4), etc. Who made use of these phrases earlier in the play, and to whom were they addressed?

(c) Translate: The wife of the retired refiner used to look after the cash desk but what difference does that make?

(d) *Craint* (l. 5). Write this tense in full.

(e) Translate: People are afraid of sacrificing their children's future.

STANDARD VIII.

GERMAN GRAMMAR, COMPOSITION AND SIGHT
TRANSLATION.

TIME—TWO AND ONE-HALF HOURS.

1. (a) Distinguish the following verbs as to meaning and give the perfect participle and first person singular imperfect indicative of each: *liegen, legen, luegen*.

- (b) Give (i) the perfect participle, (ii) the first person singular present indicative, and (iii) the first person singular imperfect indicative of: *saufen, biegen, treffen, sitzen*.
2. Fully distinguish the following pairs of verbs:
- (a) *Uebersetzen* (accented on first syllable) and *uebersetzen* (accented on third syllable).
 - (b) *Unterschreiben* (accented on first syllable) and *unterschreiben* (accented on third syllable).
 - (c) *fuerchten* and *sich fuerchten*.
 - (d) *Hueten* and *sich hueten*.
3. Indicate the gender of each of the following nouns, and give the genitive singular and nominative plural of each: *Bach, Bahn, Dach, Gedanke, Ohr, Schade, Studium, Ehre*.
4. State fully the rules of German sentence-structure with regard to the position of adverbs and objects.
5. Translate into German:
- (a) How can you translate into German if you do not learn to think in German?
 - (b) Men are said to be very clever these days, but necessity is still their most useful (*nuetzlich*) teacher.
 - (c) I knew him as a boy, when we were preparing for our first examination at the University.
 - (d) To-day it looks like rain but yesterday it was as warm as in the middle of summer.
 - (e) This house is for sale and had I the money, I should willingly buy it.
 - (f) He is about to go, isn't he?
6. Translate into German:
- Mr. Counsellor Engelmann has become Counsellor-in-Chief. He has not been decorated (*dekorieren*) by the Emperor as yet, but according to reliable signs, the Cross of Merit (*Verdienst*) cannot now any longer escape him.
- Mr. Eckart also is now no longer merely a master-tailor but is an alderman as well. Indeed he might have been elected as delegate (*Abgeordneter*) in the Legislature (*Landtag*); but since President Johnson proved a failure (*Fiasko machen*), doubts have arisen in his mind as to the political capacities (*Befaehigung*) of tailors. At all events (*Faelle*), he says he had rather be first among the tailors than second among the members of the Legislature.
7. Translate into English:

ERTAPPT.

Der englische Arzt, Dr. Garth, schrieb eines Tages in einem Kaffeehause einen Brief, aergerte sich dabei aber sehr ueber einen unverschaehten Irlaender, der am

naechsten Tische sasz, ihm fortwaehrend ueber die Schulter sah und Alles las, was er schrieb. Um den Mann gebuehrender Weise zu bestrafen, schrieb Garth zum Schlusse: "Ich wuerde Dir noch mehr mitteilen, aber dicht hinter mir sitzt ein frecher Kerl, der mir ueber die Schulter sieht und Alles liest, was ich schreibe." Der Irlaender sprang wuetend auf und rief: "Was denken Sie, mein Herr! Glauben Sie, dasz ich Ihren Brief las?" "Mein Herr," entgegnete der Arzt und drehte sich gelassen um, "ich habe nicht zu Ihnen gesprochen."—"Nein, aber Sie haben es niedergeschrieben!"—"Mein Herr, da Sie nach Ihrer Behauptung meinen Brief nicht gelesen, ist es unmoeglich, dasz Sie dies wissen!"

STANDARD VIII.

GERMAN AUTHORS.

TIME—TWO AND ONE-HALF HOURS.

1. Translate into idiomatic English:

Jetzt nahm er ein Heft in die Hand, dessen Eigentuemersich Max Engelmann nannte, und seine Stirn legte sich in Falten. Das war eben das raeudige Schaf in der Herde, der mutmaszliche Dichter des lateinischen Verses. Von einer duestern Ahnung durchschauert, schlug der Doktor das Heft auf und las mit bebenden Lippen:

"Der Ziegenbock hat einen langen Bart—die Hoerner des Ziegenbockes sind grosz—der Ziegenbock frisst Gras und Kraut—ich verachte den Ziegenbock"—und so ging es fort.

Vorbei war es mit der Ruhe des Gelehrten, vergessen der gute Vorsatz, den er vorhin gefatszt hatte. Er warf die Feder auf den Tisch, dasz die rote Tinte wie Blutstropfen umherspritzte, und sprang von seinem Sitz empor.

"Das ist zu stark!" rief er, waehrend er, vor Aufregung zitternd, zwischen dem Schreibtisch und dem olympischen Zeus hin und her rannte. "Das ist mehr, als ein Mensch ertragen kann."

Er kreuzte die Arme ueber der Brust und sann nach. Nach einigen Minuten hatte er einen Entschlusz gefaszt.

- (b) *Lateinischen Verses* (l. 4). Explain the reference.
- (c) *Sprang . . . empor* (ll. 14-15). What is the rule with regard to separable prefixes that is here illustrated?
- (d) Translate into German:
 - (i) The professor wrinkled up his brows because the boy wrote a Latin exercise about billygoats.
 - (ii) Very soon the doctor's agitation was all over and he opened up a new exercise-book.
- (e) *Dessen* (l. 1) and *Vorsatz* (l. 12). Parse.
- (f) *Auf* (l. 13). When do prepositions of this class govern the accusative and when do they take the dative?

2. (a) Translate into idiomatic English:

Die aufgeregte Gesellschaft wurde durch diesen Zwischenfall noch aufgeregter. Die Damen eilten zu der Ohnmaechtigen, es wurde nach Wasser, nach Essig gerufen, und als alle in der hoechsten Bestuerung kopflos durch einander liefen, that es auf einmal drunten im Garten einen fuerchterlichen Knall, und eine wahre Kanonade von weissen, roten und blauen Feuerstrahlen prasselte in die Luft, waehrend das verborgene Stadtmusikantencorps den Tannhaeusermarsch anstimmte.

Die Verwirrung im Gesellschaftszimmer war fuerchterlich. Waehrend die Frauen um Marie beschaefigt waren, suchten die Maenner ihre Huete und draengten dem Ausgang zu. Unter den Ersten, die das gestoerte Fest verlieszen, war die Eckart'sche Familie; der letzte Gast auf dem Schauplatz war der Major, und diesem war es vorbehalten, dem ahnungslosen Kanzleirat, der, froh ueber das gelungene Feuerwerk, aus dem Garten zurueckkam, um nunmehr die Verlobung zu proklamieren, schonungsvoll mitzuteilen, was geschehen war.

- (b) What circumstances gave rise to the excitement described in the opening sentences of this extract?
- (c) Characterize very briefly the actual types represented by each of the following personages: (i) Herr Eckart, Sr., (ii) Doktor Eckart, (iii) Frau Engelmann and (iv) Louis Spindler.
- (d) Translate into German: People call for water and vinegar and all the company hasten to the door.
- (e) *Um* (l. 19). Parse.

3. (a) Translate into idiomatic English:

Bolz. Etwas Politik war allerdings bei unserer Trennung im Spiel.—Du siehst, es ist ein allgemeines Unglueck, dasz Freundschaft durch das Parteileben vernichtet wird.

Oldendorf. Es ist traurig! In Glaubenssachen wird jeder gebildete Mensch die Ueberzeugung des Andern toleriren, und in der Politik behandeln wir einander wie Boesewichter, weil der eine um einige Schattirungen anders gefaerbt ist als sein Nachbar.

Bolz (bei Seite). Stoff fuer den naechsten Artikel! (laut)—anders gefaerbt ist als sein Nachbar, ganz meine Meinung. Das musz in unserem Blatte gesagt werden (bittend) Hoere, so ein kleiner tugendhafter Artikel: Ermahnung an unsere Waehler, Achtung vor unsern Gegnern! Denn sie sind ja unsere Brueder! (immer bittender) Oldendorf, das waere etwas fuer dich, in dem Thema ist Tugend und Humanitaet; das Schreiben wird dich zerstreuen und du bist dem Blatt einen Artikel schuldig, wegen der verbotenen Fehde. Thu' mir die Liebe! Schreib' dort in der Hinterstube, es soll dich Niemand stoeren.

- (b) *Wegen der verbotenen Fehde* (ll. 19-20). Explain the allusion.

- (c) *Ist* (l. 2). Account for the position of this verb.
 (d) Translate into German:
 (i) Look here! Do me the favor of writing an appeal to the electors.
 (ii) Politics frequently destroy friendship, but nothing shall disturb ours.
 (iii) Bolz said Olendorf owed the newspaper an article.

4. (a) Translate into idiomatic English:

Bolz. Ich bin auf Alles gefaszt; ich wundre mich ueber nichts mehr.—Wenn naechstens Jemand ein Capital von hundert Millionen darauf verwendet, alle Neger mit weisser Oelfarbe anzustreichen, oder Afrika viereckig zu machen, mich soll's nicht wundern. 5
 Wenn ich morgen als Uhu aufwache, mit zwei Federbuescheln statt Ohren und mit einer Maus im Schnabel, ich will zufrieden sein und denken, es sind schon mehr Schlechtigkeiten vorgefallen.

Adelheid. Was haben Sie, Konrad? Sind Sie 10
 unzufrieden mit mir?

Bolz. Mit Ihnen? Sie sind groszmuethig gewesen wie immer; nur zu groszmuethig! Und Alles waere recht schoen, wenn nur diese ganze Scene nicht moeglich gewesen waere. Dieser Senden! 15

Adelheid. Er wird nicht wieder kommen.—Konrad, ich halte zur Partei!

Bolz. Triumph! Ich hoere unzaehlige Engel Posaune blasen! Ich bleibe bei der Union!

Adelheid. Darueber habe ich nicht mehr zu ent- 20
 scheiden. Denn ich musz Ihnen noch ein Gestaendnisz ablegen. Auch ich bin nicht der wirkliche Eigenthuemer der Zeitung.

- (b) State concisely what you consider to be the underlying idea of Freytag's comedy *Die Journalisten*.
 (c) *Verwendet* (l. 3), *anzustreichen* (l. 4), *denken* (l. 8).
 Give the principal parts of these verbs.
 (d) *Waere* (l. 13). Parse.
 (e) Translate into German:
 (i) He would not be astonished if next morning he became an owl.
 (ii) Worse things will happen before the Negroes paint Africa white.

PROFESSIONAL EXAMINATIONS, APRIL, 1908.

FIRST AND SECOND CLASS.

SPELLING AND PUNCTUATION.

TIME—ONE HOUR.

1. What are the chief causes of bad spelling in schools?

2. Discuss the spelling lesson under the following heads: sources, assignment, preparation, recitation.

3. Make out a lesson plan on the dropping of the final "e" before an affix.

4. Point out the value of (a) the teacher's, (b) the pupil's log-book in connection with spelling exercises.

5. Write a brief note on the Spelling Match under the following heads: value, danger, method.

FIRST AND SECOND CLASS.

WRITING.

TIME—ONE HOUR.

1. Discuss the subject of writing under the following heads:
 - (a) Nature of the subject.
 - (b) Considerations determining system to be adopted.
 - (c) Method of acquiring the ability to write well.

2. Describe in detail the instructions you would give a class regarding (a) position of paper, (b) position of body, arms, feet and trunk, (c) method of holding the pen, (d) movement.

3. Outline a lesson on "j," "g," and "y," as a group of letters having a common element.

FIRST AND SECOND CLASS.

DRAWING AND MANUAL TRAINING.

TIME—TWO AND ONE-HALF HOURS.

1. Make a pleasing design for a border, using curved lines.
2. Sketch a bunch of daffodils, showing leaf, flower and bud.
3. "The apparent width from front to back of any horizontal face decreases as it approaches the level of the eye." Illustrate by three drawings of the same object.
4. Make a shaded drawing of a group of three type solids, giving careful attention to grouping and arrangement.
5. Discuss manual training from its historical and educational aspects.
6. Show in what ways manual training may be of special value as an educational means in the hands of an elementary school teacher.

7. Discuss the possibilities in the use of clay as a material for educational handwork, under the following heads:

- (a) Adaptability to the different grades.
- (b) Hand and eye training—motor control.
- (c) Aesthetic training.
- (d) Training of observation.
- (e) Relation to other school subjects.

8. Problem: Lesson in card-board work for a Standard III class.

- (a) Design and draw a suitable model.
- (b) Describe fully the preparation you would make for the lesson and the plan of presentation.

FIRST AND SECOND CLASS.

HYGIENE AND PHYSICAL CULTURE.

TIME—ONE AND ONE-HALF HOURS.

1. Discuss fully the function of (1) play, (2) special physical training in the life of childhood and youth.

2. Point out the relation between physical and mental development.

3. What are the teacher's duties regarding these two subjects and how may they best be performed?

4. Describe fully the proper method of procedure in the following emergencies:

- (1) Arterial bleeding in the fore-arm.
- (2) Accidental drowning.
- (3) Fracture of leg or arm.

5. Outline a lesson on *one* of the following:

- (1) Circulation of the blood.
- (2) Care and structure of the ear.
- (3) Respiration.

6. Discuss the effects of alcohol and tobacco on the human organism.

FIRST AND SECOND CLASS.

MUSIC.

TIME—ONE HOUR.

1. What is the aim of the teaching of music in the public schools? What qualities in singing would you strive to obtain from a class? Give reasons.

2. How would you teach the scale—upward or downward? Give reasons for your answer.

3. What is the best method of procedure in teaching a rote song? Name three or four songs that may be taught in an ungraded school.

4. What are the intervals of the major scale? Write scales of D, A, F, B Flat. Write chromatique scale.

5. Write on staff in the key of G, in $\frac{3}{4}$ time, the following notes: do, mi, re, sol, fi, sol, la, re, ti, si, do. Illustrate: staff, bar, measure, metre signature, key signature, accidental, whole note, quarter note, three-quarter note, whole rest, hold, tie.

SECOND CLASS.

PSYCHOLOGY AND GENERAL METHOD.

TIME—THREE HOURS.

1. (a) Describe the nerve cell and explain the functions of its respective parts.

(b) What is meant by localization of cortical function? Show to what extent it is known to obtain in the human brain. (Diagram.)

2. (a) Of what does the subject matter of psychology consist?

(b) What are the purposes of this study for teachers?

3. (a) Show the relation of attention to the learning processes.

(b) How would you endeavour to secure and retain the attention of a class?

4. (a) Distinguish *habit* and *law of habit*.

(b) Discuss: (1) "The essence of education is the formation of proper habits." (2) "The essence of education is the habit of forming no habits."

(c) Show how habits are best formed.

5. (a) Name and explain the elements in memory.

(b) What, from the standpoint of daily life, constitutes a good memory?

(c) Outline a good method of training memory.

6. (a) Explain how the percept and the concept are formed by the young child.

(b) What are the purposes of language?

(c) What is meant by the "objective method" of teaching? Illustrate from Grammar.

7. (a) By examples, illustrate the difference between deductive and inductive reasoning. Show the relation between them.

(b) Explain clearly what you understand by apperception.

8. Write notes on (1) the cultivation of imagination, (2) "respecting the individuality of the pupil," (3) humanizing the subjects of study.

9. Show clearly how (a) individual, (b) general notions are formed.

10. Discuss the laws that govern the presentation of new subject matter.

SECOND CLASS.

TEACHING, CLASS MANAGEMENT, AND SCHOOL LAW.

TIME—THREE HOURS.

1. What are the principles that govern lesson assignment? Discuss the method of assignment.

2. What are the aims in the teaching of lessons?

3. What considerations should guide you in determining the classification of a new pupil?

4. Comment upon the use of artificial incentives.

5. How will you deal with (a) whispering, (b) lying?

6. Discuss, according to White, the elements of governing power.

7. What should be the ends and characteristics of punishment?

8. State briefly the provision of the School Ordinance with regard to (a) compulsory attendance of pupils, (b) religious instruction, (c) engagement and dismissal of teacher.

SECOND CLASS.

GRAMMAR AND COMPOSITION.

TIME—TWO HOURS.

1. What are the leading defects in the teaching of (a) Grammar, (b) Composition?

2. Discuss the values of (a) long, (b) short composition.

3. What exercises in Composition do you consider suitable for Standard III pupils?

4. Draw out a lesson plan for the teaching of an object lesson or a business letter in Standard V.

5. (a) What difficulties would the pupils in Standard V probably experience in the analysis and parsing of the following sentence: Dust thou art to dust returned was not spoken of the soul?

(b) How would you deal with the principal difficulty in each process?

6. "Like the sciences, Grammar has disciplinary value." Expand and explain.

7. How would you lead pupils in Standard V to see the defects in paragraph or sentence structure of the following selection. Indicate any corrections you may lead them to make.

"The storm still followed me, when I retired into my cabin. The whistling of the wind through the rigging sounded like a funeral wailings. As the ship laboured in the weltering sea, the creaking of the mast, the straining and groaning of bulkheads were frightful. It seemed as if death were raging round this floating prison, seeking for his prey, as I heard the waves rushing along the sides of the ship and roaring into my very ear; the mere starting of a nail, the yawning of a seam might give him entrance. A fine day with a tranquil sea and favouring breeze, soon put all these dismal reflections to flight. It is impossible to resist the gladdening influence of fine weather and fair wind at sea. How lofty, how gallant, a ship appears—how she seems to lord it over the deep, when the ship is decked out in all her canvas, every sail swelled, and careening gaily over the curling waves."

SECOND CLASS.

HISTORY OF EDUCATION.

TIME—TWO AND ONE-HALF HOURS.

1. Mention briefly the educational agencies existing prior to the Renaissance period.

2. Discuss at length (1) the influences leading to the Revival of Learning and the Reformation, (2) the ideals and tendencies in each, (3) their influence on education.

3. Discuss the ideals of the Scholars, the Stylists, the Verbal Realists and the Realists.

4. Write notes on the following reformers, giving special attention to their contributions to the advancement of educational theory and method:

- (a) Comenius.
- (b) Pestalozzi.
- (c) Froebel.
- (d) Horace Mann.

SECOND CLASS.

READING AND LITERATURE.

TIME—TWO AND ONE-HALF HOURS.

The day is done, and the darkness
Falls from the wings of night,
As a feather is wafted downward
From an eagle in his flight.

I see the lights of the village
Gleam through the rain and the mist,
And a feeling of sadness comes o'er me
That my soul cannot resist:

A feeling of sadness and longing,
That is not akin to pain,
And resembles sorrow only
As the mist resembles the rain.

Come, read to me some poem,
Some simple and heartfelt lay
That shall soothe this restless feeling,
And banish the thoughts of day.

Not from the grand old masters,
Not from the bards sublime,
Whose distant footsteps echo
Through the corridors of Time.

For, like strains of martial music,
Their mighty thoughts suggest
Life's endless toil and endeavour;
And to-night I long for rest.

Read from some humbler poet,
Whose songs gushed from his heart
As showers from the clouds of summer,
Or tears from the eyelids start;

Who, through long days of labour
And nights devoid of ease,
Still heard in his soul the music
Of wonderful melodies.

Such songs have power to quiet
The restless pulse of care,
And come like the benediction
That follows after prayer.

Then read from the treasured volume
The poem of thy choice,
And lend to the rhyme of the poet
The beauty of thy voice.

And the night shall be filled with music,
And the cares that infest the day,
Shall fold their tents like the Arabs,
And as silently steal away.

1. Show clearly how you will lead pupils to give in a phrase or short sentence, the subject of each division of this poem.
2. Illustrate how you will bring out the force and beauty of the figures in stanzas 8—11.
3. Show how you will endeavour to secure the expressive reading of stanzas 1 and 2.
4. Scan the first stanza, and show the suitability of the metre to the thought.
5. Describe the word and phonic methods of teaching young children to read. Criticise them.
6. Discuss the values of (a) sight-reading, (b) supplementary reading, (c) pattern reading by the teacher.
7. What should determine the choice of selections from literature for pupils in Standard II? In Standard V?
8. Discuss the teaching of a lesson in literature from the standpoint of (a) assignment, (b) pupil's preparation, (c) teacher's preparation, (d) presentation, (e) drill.
9. "We may say, then, that in teaching literature the real element and ideal element—the substance and art—must be held together. Still, the major stress should be placed on thought or substance." Expand and explain.

SECOND CLASS.

ARITHMETIC.

TIME—TWO HOURS.

1. Point out what you consider to be unsuitable matter in present day texts in Arithmetic, and explain how it originated.
2. (a) Outline the work laid down for Part I.
(b) Give the principles that should guide the teacher in the work.
3. Explain the value of counting. Indicate to what extent you would make use of this process.
4. Discuss (1) the "line" method and the "column" method of arranging work in Arithmetic; (2) the "making change" and the "take away" method in subtraction.
5. Show how you would teach so as to avoid such a solution as:
Area = 4 in. $\times$ 7 in. = 28 sq. in.
6. Teach the first lesson in decimals.

7. Analyze the topic of "discount" and state the order in which you would take up the sub-topics.
 8. Develop the rule for finding the area of a triangle.
 9. (a) What value do you attach to "mental arithmetic"?
(b) What short cuts would you teach to Standard III? To Standard IV?
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SECOND CLASS.

GEOGRAPHY AND HISTORY.

TIME—TWO AND ONE-HALF HOURS.

1. Give the general principles that should guide one in teaching Geography in the public school.
 2. (a) Explain how you would teach "peninsula" to Standard II.
(b) Why are the "definitions" taught before the world as a whole?
 3. (a) Why is the World Ridge taught? To what standard is it taught?
(b) Outline your method of teaching this feature.
 4. Describe the physical features of Alberta.
 5. Discuss the educational value of the teaching of History.
 6. (a) What are the purposes of the biographical course?
(b) What principles should govern the selection and presentation of historical characters in Standards II and III?
 7. Make out a lesson plan for the teaching of the British North America Act in Standard V.
 8. (a) State clearly the aims of the teaching of Civics.
(b) Discuss the nature of the work in Civics (a) in Standard IV, (b) in Standard V.
-

SECOND CLASS.

NATURE STUDY AND AGRICULTURE.

TIME—TWO HOURS.

1. (a) State the objects of Nature Study and Agriculture in the schools.
(b) Show how these may be correlated with other studies.
2. Explain how you would conduct the study of buds in primary standards.

3. Teach a lesson on the horse to Standard I. Show how your treatment would differ for Standard IV.

4. (a) Make drawings to show the stages in the germination of the pumpkin.

(b) Describe the differences between the pumpkin and the bean in germination.

5. Outline experiments to illustrate (1) the moisture holding capacity of the different soils, (2) how soil moisture may be conserved.

6. Describe at some length a method of tillage suited to Southern Alberta, with reasons for each operation.

7. Explain the preliminary work to be done before using commercial fertilizers.

8. Write notes on tree-planting.

FIRST CLASS.

PSYCHOLOGY AND GENERAL METHOD.

TIME—THREE HOURS.

1. Give a brief description of the nervous system and show how it is adapted to its functions.

2. (a) Point out the extent of the motor factor in perception by each of the senses.

(b) Offer, accordingly, criticisms on present school equipment and methods.

3. (a) Show the fundamental relations between the knowing and feeling processes and the expressive functions.

(b) Show whether or not the ordinary school training maintains a balance of these powers. If not, make suggestions for improvement.

4. (a) Illustrate the working of the primary laws of association.

(b) Describe the mechanism by means of which these laws operate.

5. (a) Describe the development of the concept.

(b) What is meant by (1) extension, (2) intension, of a concept?

(c) What is the place of language in experience? Give a fundamental principle for language lessons.

6. Distinguish between (1) empirical and rational thinking, (2) induction and deduction.

7. (a) State and illustrate what you understand by (1) impulse, (2) pure reflex activity, (3) instructive action, (4) habit, (5) volitional action.

- (b) Point out the value of each in life economy.
8. Write notes on (1) Practical remedies for mind wandering, (2) the contagion of enthusiasm, (3) hygienic aspect of the will.
9. (a) How are general notions formed?
(b) Indicate the importance in teaching of a return from general notions to individual notions.
10. Discuss briefly the significance of the apperceptive process.
-

FIRST CLASS.

TEACHING, CLASS MANAGEMENT, AND SCHOOL LAW.

TIME—THREE HOURS.

1. Point out the advantages and dangers of the topic method of lesson assignment.
2. Discuss (a) the nature, (b) the purposes of each of the teaching processes.
3. Indicate the importance of giving attention to the detail of school work.
4. Outline the views of Tomkins with respect to punishment and incentives.
5. What are the essential qualities of the teacher from the standpoint of government. Give reasons for your selections.
6. How would you deal with (a) lateness, (b) irregular attendance of pupils?
7. Write a brief note upon the classification of pupils.
8. State the substance of the provisions of the School Ordinance with regard to (a) religious instruction, (b) infectious diseases, (c) the keeping of the school records.
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FIRST CLASS.

GRAMMAR AND COMPOSITION.

TIME—TWO HOURS.

1. Discuss the values of English Grammar and Composition as subjects of study in (a) elementary, (b) secondary schools.
2. Make a lesson plan for the teaching of (a) Adverb, (b) a business letter in Standard III.

3. What are the leading defects in the teaching of (a) Grammar, (b) Composition?

4. What exercises in Composition are suitable for Standard II?

5. Outline a composition exercise in Standard IV based upon one of the following pictures: The Shepherdess, The Angelus.

6. Indicate clearly the method you would adopt in the critical examination of the following paragraph in Standard VI:

"We saw, besides, one picture by Raphael—St. Cecilia; this is in another and brighter style; you forget that it is a picture as you look at it; and yet it is most unlike any of those things which we call reality. It is one of the inspired and ideal kind, and seems to have been conceived and executed in a similar state of feeling to that which produced among the ancients those perfect specimens of pottery and sculpture which are the baffling models of succeeding generations. There is a unity and a perfection in it of an uncommunicable kind. The central figure, St. Cecilia, seems rapt in such inspiration as produced her image in the painter's mind; her deep, dark, eloquent eyes lifted up; her chestnut hair flung back from her forehead—she holds an organ in her hands—her countenance, as it were, calmed by the depth of passion and rapture, and penetrated throughout with the warm and radiant light of life. She is listening to the music of heaven, and as I imagine, has just ceased to sing, for the four figures that surround her evidently point, by their attitudes toward her; particularly St. John, who, with a tender and impassioned gesture, bends his countenance towards her, languid with the depth of his emotion. At her feet lie various instruments of music, broken and unstrung. Of the colouring I do not speak; it eclipses nature, yet it has all her truth and softness."

FIRST CLASS.

HISTORY OF EDUCATION, AND PHILOSOPHY.

TIME—TWO AND ONE-HALF HOURS.

1. Contrast Grecian and Roman education under the following heads:

- (a) National and religious ideals.
- (b) Educational situation during early period.
- (c) Development and organization of educational institutions.
- (d) Courses of study in the schools.
- (e) Product of the schools.

2. Discuss the fusion of early Christian thought with the Pagan civilization, noting specially the development of early Christian education and the tendencies noticeable therein during the disintegration of the Roman Empire.

3. Write a note on the educational work of the monks.

4. Contrast the modern educational situation with that of the Renaissance period, pointing out the movement, discovery, or

educational reformers to whom we are indebted for the advancements noted.

5. Write a brief note on the teaching process under the following heads: (a) phases, (b) educational value.

6. What are the aims of teaching? Show how these aims may be unified.

7. Discuss briefly (a) the limits of education, (b) the method of instruction.

8. "Proof must be analytic, synthetic or dialectic." Distinguish between these and show the value of each in a teaching process.

FIRST CLASS.

READING AND LITERATURE.

TIME—TWO AND ONE-HALF HOURS.

Tears, idle tears, I know not what they mean,
Tears from the depth of some divine despair
Rise in the heart, and gather to the eyes,
In looking on the happy Autumn fields,
And thinking of the days that are no more.

Fresh as the first beam glittering on a sail,
That brings our friends up from the underworld,
Sad as the last which reddens over one
That sinks with all we love below the verge;
So sad, so fresh, the days that are no more.

Ah, sad and strange as in dark summer dawns
The earliest pipe of half-awakened birds
To dying ears, when unto dying eyes
The casement slowly grows a glimmering square;
So sad, so strange, the days that are no more.

Dear as remember'd kisses after death,
And sweet as those by hopeless fancy feign'd
On lips that are for others; deep as love,
Deep as first love, and wild with all regret;
O death in life, the days that are no more.

1. "This poem is suggestive of deep musings and tender broodings over the past." Criticize the statement.

2. Is there a climax in emotion in this poem? Give reasons for your answer.

3. Discuss (a) metrical form, and (b) poetical devices.

4. Make out a lesson plan for the teaching of this poem for a Standard VI class, showing clearly the way in which you would develop the successive pictures presented in the poem.

5. Indicate the method that you would adopt in order to secure expressive reading of the last stanza.

6. What should be the aims of the teacher in Reading in Standard I? In Standard II?

7. Describe briefly the method that you would adopt in the teaching of primary reading.

8. What are the values of (a) thought reading; (b) oral reading; (c) sight reading; (d) supplementary reading?

"As *substance* of thought, language instructs and fills the mind of youth with the words of wisdom, with the material of knowledge, and guides it to the meaning and motives of a rational existence, and while doing all this, it at the same time trains the intelligence: as a formal study, it further disciplines the intelligence, and gives vigor and discriminative force to intellectual operations in all the relations of the human mind to things, and therefore to the conduct of life; as *literature*, in which aspect we would now regard it, language cultivates, by opening the mind to a perception of the beautiful in form and the ideal in thought and action. It does this by bringing the prosaic truths of goodness and duty into the sphere of the idea, and so evoking and directing those aspirations, native to every human breast, which find their highest expression in spiritual realities."

9. Expand and explain.

FIRST CLASS.

MATHEMATICS.

TIME—TWO HOURS.

1. Trace briefly the growth of the subject of Arithmetic, and point out the most important recent tendencies in the study.

2. Explain your method of teaching fractions to Part I.

3. Teach a class to solve this problem: Apples are selling at three for 10 cents. How many can I buy for 40 cents? To what class would you give this problem?

4. Show how to teach the multiplication of decimals.

5. Give your introduction of the first lesson on taxes.

6. Discuss the values of and the place to be given to the various methods of solving problems.

7. (a) When would you introduce the equation in Algebra? Why? Illustrate your method.

(b) Show how you would develop the index law.

8. (a) Set down the guiding principles and methods for a course in empirical geometry.

(b) What preparation would you make for the introduction of the text in deductive geometry?

FIRST CLASS.

GEOGRAPHY AND HISTORY.

TIME—TWO AND ONE-HALF HOURS.

1. What are the objects of the course laid down in Geography? Indicate how these may be realized respectively.

2. Explain in detail how to conduct the study of a river.

3. Discuss the place of (1) observation by the pupils, (2) description by the teacher, (3) definitions, in the study of geography in the public schools.

4. Describe the physical features of Eastern Canada. Account for the contrast in the topography of the two divisions of the palaeozoic portion of the area.

5. State clearly the educational values of the teaching of history.

6. Make a lesson plan for teaching one of the following: Quebec Act, Clergy Reserves, Spanish Armada.

7. Discuss the value of (a) supplementary text-books, (b) historical novels, (c) historical poems in the teaching of History.

8. Outline a course in Civics for (a) Standard IV, (b) Standard V. What should be your aim in teaching Civics?

FIRST CLASS.

NATURE STUDY AND AGRICULTURE.

TIME—TWO HOURS.

1. Distinguish between Nature Study and Elementary Science.

2. Indicate the periods of development in the child of school age; point out their characteristics and show how the methods in Nature Study should be made to conform to each period.

3. Explain how you would teach germination in Standard I.

4. Give the general principles you would follow in studying the animals in Standards I and II. Illustrate with the hen.

5. Describe the appearance, habits and mode of life of the Gopher.

6. Outline a first lesson on soils for Standard III.
 7. Describe the ideal condition of the soil for seeding, and explain how it is produced.
 8. Write notes on tree-planting.
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FIRST CLASS.

SPENCER.

TIME—TWO HOURS.

1. (a) State and discuss the general principles on which Spencer bases his discussion of a curriculum.
(b) According to these principles, what place would be given to geography in a course of study?
 2. Give in full the course designated "Descriptive Sociology." What is your estimate of it?
 3. (a) Trace, after Spencer, the progress already made in intellectual education.
(b) Outline and criticise Spencer's course in Geometry.
 4. What are "the two general principles, alike the most important and the least attended to"? Explain them.
 5. (a) State and discuss Spencer's principle of moral education.
(b) Discuss: "The subject in which the education of everyone should culminate is the Theory and Practice of Education."
 6. Offer general criticisms on Spencer.
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PROFESSIONAL EXAMINATIONS, DECEMBER, 1908.

FIRST AND SECOND CLASS.

WRITING.

TIME—ONE HOUR.

NOTE.—Students' penmanship will be judged by the character of their writing on this paper.

1. Discuss the nature of the subject, Writing, and its place on the curriculum.
2. In order that your pupils may become good writers to what must they give careful attention? To what extent and in what ways can you as teacher assist them?

3. Describe in detail
 - (a) The correct position of the body.
 - (b) The correct way of holding the pen.
 - (c) The best position for the book.
4. Give in detail a lesson plan showing how you would teach a lesson on the following group of capital letters: V, U, W.
5. Outline a lesson on the small letters, l, h, k, b.

FIRST AND SECOND CLASS.

MANUAL TRAINING AND DRAWING.

TIME—THREE HOURS.

1. Discuss the place and value of Manual Training as a school subject, under the following heads:
 - (a) Its relation to child development—physical, mental, social.
 - (b) Its relation to other subjects on the course of study.
 - (c) Its relation to industrial and social needs of adult life.
2. Point out the educational possibilities and limitations of (a) Paper-weaving, (b) Card-board Work, (c) Basketry, (d) Clay Modeling.
3. Design and make a drawing of a model in cardboard work suitable for a class in Standard III. Assume that the class has had some of this work while in Standard II.
4. What is the general nature of the Manual Training work usually taken up in Standards IV and V.
5. Make a shaded sketch of one of the following groups:
 - (a) Several books.
 - (b) A group of fruit.
 - (c) Three type-form models.

NOTE.—The arrangement of the group must be pleasing.
6. Design a Calendar for one month of the year, ruling space for days and printing the name of the month on the Calendar.
7. Design a floor covering or a wall paper, giving the name of the room for which it is intended.
8. Make a pose sketch, head and shoulders, of some one in the room.

FIRST AND SECOND CLASS.

HYGIENE AND PHYSICAL CULTURE.

TIME—TWO HOURS.

1. What are the teacher's duties regarding the physical condition of the pupils under his charge?

2. State the requirements of the law (in so far as they are related to the teacher) regarding contagious and infection diseases.

3. A board of trustees contemplating the erection and furnishing of a satisfactory rural school building ask for definite suggestions from you as their teacher. State the recommendations you would make from the sanitary and hygienic point of view.

4. Outline a lesson plan on any *one* of the following:

- (a) Structure and care of the ear.
- (b) Respiration.
- (c) The body's framework.

5. Discuss the place and value of play under the following heads:

- 1. It's special nature and function in primary grades.
- 2. It's special nature and function in intermediate grades.
- 3. It's special nature and function in secondary schools.

6. In what ways can the teacher preserve her health and physical tone?

SECOND CLASS.

PSYCHOLOGY AND GENERAL METHOD.

TIME—THREE HOURS.

1. (a) What are the functions of the nervous system? Why should the psychologist understand the structure and functions of the nervous system?

(b) Sketch a side view of the cerebrum and indicate the lobes and the centres of vision, hearing and speech. Explain the last three terms.

2. (a) Enumerate and illustrate the different methods of studying psychology. Indicate the relative values of these methods.

(b) Distinguish necessary truth, necessary belief and conscious fact. Illustrate the first two and explain how you would teach such.

3. (a) What is attention? What are the relations between attention and interest? Between attention and will?

(b) Show in detail the relation of attention to the knowledge processes.

(c) How would you proceed to broaden the interests of a child? Distinguish between interests in ideas and interest in ideals. Illustrate from history or literature.

4. (a) Illustrate the opposition of knowing, feeling and willing.

(b) Using a concrete example, distinguish between sensation and the antecedents of sensation.

(c) What is meant by saying that sensation is not knowledge? What relation have sensations to knowledge?

5. (a) "Words do not convey thoughts." Explain and discuss the statement. What are the functions of language?

(b) What principle should be followed in teaching new words to children? Illustrate by showing how you would teach "island."

6. (a) Distinguish habit and law of habit.

(b) What are the values of habit?

(c) How would you proceed to get rid of a bad habit?

7. (a) State and answer the "problem of perception."

(b) How does apperception differ from perception?

8. Write notes on:—(i) explicit and implicit judgments, (ii) reasoning among animals, (iii) the use of the creative imagination in literature and history, (iv) the functions of reviews.

9. Show clearly how (a) individual, (b) general notions are formed.

10. Indicate the importance of a return from general notions to new fields of particulars.

SECOND CLASS.

TEACHING, CLASS MANAGEMENT, AND SCHOOL LAW.

TIME—TWO AND ONE-HALF HOURS.

1. Discuss the advantages and disadvantages of (a) the topic, (b) the page method of lesson assignment.

2. What are the most important aims in the teaching of lessons? Which of these will you place before you in the teaching of "John Gilpin" in Standard III.

3. Point out the objects of each of the teaching processes.

4. From the standpoint of government, what are the essential qualities of the teacher?

5. How will you endeavour to secure the formation of the habit of punctuality among your pupils?

6. Write brief notes upon (a) the classification of pupils, (b) the teacher's time-table.

7. Give the substance of the clauses in the School Ordinance that deal with the teacher's duties.

8. "The essential and vital function of school government lies in the training of the pupil in habits of self-control and self-direction." Expand and explain.

SECOND CLASS.

LANGUAGE.

TIME—TWO AND ONE-HALF HOURS.

1. What are the main defects in the teaching of Grammar as a school study?

2. What use will you make of the authorized text-book in Standard IV? In Standard V?

3. Make out a lesson plan for the teaching of one of the following: adverb, classification of adjectives, tense.

4. Write brief notes on (a) the causes of defective spelling, (b) the formation of rules to aid the pupils, (c) dictation as a method of teaching spelling.

5. What value do you attach to stories in primary language work? State the principles that will guide your selection of stories for Standards I and II.

6. Show clearly the importance of correction of errors in composition exercises.

7. What types of composition work do you consider suitable for pupils in Standard II.

8. She was not more than fifteen. Her form, voice, and manner belonged to the period of transition from girlhood. Her face was perfectly oval, her complexion more pale than fair. The nose was faultless; the lips, slightly parted, were full and ripe, giving to the lines of the mouth warmth, tenderness, and trust; the eyes were blue and large, and shaded by drooping lids and long lashes; and, in harmony with all, a flood of golden hair, in the style permitted to Jewish brides, fell unconfined down her back to the pillion on which she sat. The throat and neck had the downy softness sometimes seen which leaves the artist in doubt whether it is an effect of contour or color. To these charms of feature and person were added others more indefinable—an air of purity which only the soul can impart, and of abstraction natural to such as think much of things impalpable. Often, with trembling lips, she raised her eyes to heaven, itself not more deeply blue; often she crossed her hands upon her breast, as in adoration and prayer; often she raised her head like one listening eagerly for a calling voice. Now and then midst his slow utterance, Joseph turned to look at her, and, catching the expression kindling her face as with light, forgot his theme, and with bowed head, wondering, plodded on.

(a) Give a brief criticism of the above paragraph.

(b) Indicate your method of teaching this lesson to a class in Standard V.

SECOND CLASS.

HISTORY OF EDUCATION.

TIME—THREE HOURS.

1. State briefly the outstanding and distinctive characteristics of Chinese, Egyptian, Persian and Jewish education.

2. Contrast the ideals of the Greek and Roman peoples.

3. What were the great contributions of Christianity to western civilization?

4. Write a note on the Renaissance and Reformation under the following heads:

- (a) Influences and tendencies leading thereto.
- (b) General character and ideals.
- (c) Wherein were the ideals worthy?
- (d) Wherein were the ideals narrow and restricted?
- (e) General effect on the school work of succeeding period.

5. Write brief notes giving the contributions to educational thought of the following reformers: Luther, Comenius, and Pestalozzi.

6. Discuss the development of teaching as a profession under the following heads :

- (a) Development of professional training.
- (b) Present outlook.

SECOND CLASS.

READING AND LITERATURE.

TIME—THREE HOURS.

Make out a lesson plan for the teaching of the following selection :

1. The melancholy days are come, the saddest of the year,
Of wailing winds and sighing woods and meadows brown and sere.
Heaped in the hollows of the grove, the autumn leaves lie dead;
They rustle to the eddying gusts, and to the rabbit's tread.
The robin and the wren are flown, and from the shrub the jay,
And from the wood-top calls the crow, through all the gloomy day.

Where are the flowers, the fair young flowers, that lately sprang
and stood

In brighter light and softer airs, a beauteous sisterhood?
Alas! they all are in their graves; the gentle race of flowers
Are lying in their lowly beds, with the fair and good of ours.
The rain is falling where they lie; but the cold November rain
Calls not, from out the gloomy earth, the lovely ones again.

The wind-flower and the violet, they perished long ago,
 And the wild-rose and the orchis died amid the summer glow;
 But on the hill the golden-rod, and the aster in the wood,
 And the yellow sun-flower by the brook, in autumn glory stood,
 Till fell the frost from the clear cold heaven, as falls the plague
 on men,
 And the brightness of their smile was gone, from upland glade
 and glen.

And now when comes the calm mild day, as still such days will come,
 To call the squirrel and the bee from out their winter home,
 When the sound of dropping nuts is heard, though all the trees
 are still,
 And twinkle in the smoky light the waters of the rill,
 The south wind searches for the flowers, whose fragrance late he
 bore,
 And sighs to find them in the wood and by the streams no more.

And then I think of one who in her youthful beauty died,
 The fair meek blossom, that grew up and faded by my side;
 In the cold moist earth we laid her, when the forest cast the leaf,
 And we wept that one so lovely should have a life so brief;
 Yet not unmeet it was that one, like that young friend of ours,
 So gentle and so beautiful, should perish with the flowers.

2. In connection with the study of Literature show clearly the importance of (a) intensive, (b) extensive reading.

3. What should be the teacher's aims in the teaching of Literature?

4. Discuss briefly the educational value of the following types of seat work in Literature : paraphrasing, comparison of selections, memorizing, reproduction.

5. "In teaching Literature the teacher's duty is to guide the pupil to an intelligent appreciation of the subject matter." Criticize the statement.

6. Discuss briefly the Word and Phonic plans of teaching reading giving the advantages and limitations of each.

7. Outline a lesson in Phonics based on the long sound of one of the vowels.

8. Discuss the necessity of securing expressive reading in Part I and Part II of Standard I. Give examples of plans and devices by means of which expressive reading may be secured.

SECOND CLASS.

ARITHMETIC.

TIME---THREE HOURS.

1. (a) State briefly and carefully the reasons which from time to time have dominated arithmetical teaching. Trace the effects of each on the arithmetic of the present.

(b) Of what value to the teacher is a knowledge of the history of the methods of teaching arithmetic?

2. (a) Give your views on the time for beginning the formal study of numbers. Reasons.

(b) What are the value and place of counting? Give some exercises in counting for Part II.

3. Teach the first lesson in fractions (Part I).

4. (a) Explain how you would (i) introduce square measure, (ii) teach the area of a rectangle.

(b) What are the common errors made in the teaching of area and volume?

5. (a) What means would you employ to secure rapidity and accuracy in abstract work?

(b) When and how would you introduce the written solution?

(c) What different methods of solution would you introduce in the higher standards? What place would you give each? Illustrate.

6. (a) Give your method of introducing the topic of simple interest. Show the relation of bank discount to simple interest.

(b) Find the present worth of a note for \$240 drawn December 1st at 6% for 3 months; discount at 8%.

7. Show how you would develop the area of a sphere with a class.

8. (a) Teach the table of weight in the metric system.

(b) Give the advantage of the metric system over the English system of weights and measures.

SECOND CLASS.

HISTORY AND GEOGRAPHY.

TIME—TWO HOURS.

1. Outline a course in geography suitable for Standard I, noting and giving reasons for any departure from the authorized curriculum.

2. (a) What is the purpose of teaching the land and water forms in Standard II? In teaching them, what value would attach to verbal definitions? What general principles would guide you in this part of the work?

(b) Teach *river*.

3. Describe the climate of Western Canada east of the mountains, accounting for any striking peculiarities of temperature and precipitation.

4. Draw a map of Alberta, showing (i) boundaries, (ii) drainage, (iii) mountains and foothills, (iv) wooded and open areas and park country, (v) mineral resources.

5. Discuss the qualifications of a successful teacher of History. What are the most important aids in the teaching of history ?

6. Make out a lesson plan for the teaching of Frontenac to a class in Standard II.

7. What will be the general nature of your work in History in Standard V ?

8. Indicate the importance of teaching Civics in the schools of Alberta. State clearly the aims that you will have before you in this phase of the work. Outline briefly the nature of your work in Civics in Standard IV, in Standard V.

SECOND CLASS.

NATURE STUDY AND AGRICULTURE.

TIME—TWO AND ONE-HALF HOURS.

1. Explain your method of studying germination in Standards I and II.

2. Describe and represent by drawings the stages in the germination and development of the corn and the pea.

3. Teach the dog to a Standard I or II class.

4. (a) Draw and describe the mode of life of the Aphis.
(b) How would you rid house plants of this pest ?

5. What are the points of agreement among the leaders in the nature study movement ?

6. (a) Describe and draw the parts of stinkweed.
(b) What are the noxious effects of the weed ?
(c) How may it be eradicated ?

7. (a) Show how the root and the leaf of the poplar are adapted for their work.

(b) Explain how you would teach the muskrat, Standard III.

8. Discuss the importance of (i) drainage, (ii) conservation of soil moisture.

9. Write notes on (i) tree planting, (ii) preparation of virgin prairie for wheat.

FIRST CLASS.

PSYCHOLOGY AND GENERAL METHOD

TIME—THREE HOURS.

1. (a) Give a concise description of the nervous system, and show how well it is adapted to its functions.

(b) Explain the term "localization of cortical functions." What evidence can you give in support of this theory ?

2. (a) By reference to vision, show the importance of the muscular sense.

(b) "From the study of the sense of sight, one is impressed with the unity of the mind."—Text. Explain and discuss.

3. (a) What is meant by (i) reaction time, (ii) persistence of sensation ? Illustrate from your own experience.

(b) State and explain or illustrate Weber's Law. Account for the apparent discrepancy between change of intensity of stimulus and that of sensation.

4. (a) Distinguish attention and interest. Show the relation between them.

(b) "The problem of attention and interest is the central problem of education." Discuss the statement.

(c) Give a practical remedy for mind wandering.

5. (a) How do memory and imagination differ ?

(b) Give a sound and practical method of cultivating the memory.

(c) Explain the theory of cerebral contiguity, and show how far it suffices to explain the laws of association of ideas.

6. (a) Distinguish feeling and emotion. What are the function and value of each ? Illustrate.

(b) What would constitute a healthful and what an unhealthful emotional activity ?

(c) What are the factors of sympathy ? How may each be developed ?

7. (a) Explain "reasoned thinking" and "empirical thinking." Illustrate.

(b) What in out-of-school life is the usual stimulus to reasoning ? Should the same be true in the school ? Do you think it is true ? If not, and you think it should be, what in general would you suggest ?

(c) What are the evil results of too early specialization ?

8. (a) Discuss : (1) "The essence of education is the formation of proper habits." (2) "The essence of education is the habit of forming no habits."

(b) Account for strong partisanship.

9. (a) Sketch briefly the process of transition from instinctive to volitional activity.

(b) Out of what does the conflict of desire grow ?

(c) What conditions, in school or home, tend to develop lack of "force" of will ? What can the school do for such a pupil ?

(d) Name and describe the different types of decision and the different volitional types.

10. Discuss the importance of the law of apperception.

11. "It is a chief business of education to press from distinctly perceived individual notions to clear general notions." Expand and explain.

FIRST CLASS.

TEACHING, CLASS MANAGEMENT, AND SCHOOL LAW.

TIME—TWO AND ONE-HALF HOURS.

1. Name five of the most important qualifications of the teacher. Show clearly the importance of the possession of each of these qualifications.

2. Point out the advantages and dangers of the topic method of lesson assignment.

3. What are the three phases of oral instruction? Write a brief note on each.

4. How will you deal with the following defects : untruthfulness, lateness, copying.

5. Write brief notes upon (a) the classification of pupils, (b) the teacher's time-table.

6. Give the substance of the clauses in the School Ordinance that deal with (a) religious instruction, (b) duties of the teacher in regard to suspension of pupils.

7. Show the character of natural and artificial incentives. Discuss the limits of the latter.

8. How may the laws of progressive emancipation guide the teacher in practical teaching?

9. In what does true punishment consist? Why is it a mistake to forbid corporal punishment?

10. Discuss : "The end of all study is growth and manhood, not mere ability to pass an examination."

FIRST CLASS.

LANGUAGE.

TIME—TWO AND ONE-HALF HOURS.

1. From a disciplinary and from a practical standpoint indicate the value of Grammar as a school study.

2. Outline clearly your plan of teaching one of the following to a Standard IV class : classification of adjectives, passive voice, the infinitive.

3. "In teaching formal or abstract studies such as grammar the method must be real."

Give the substance of Laurie's remarks as to what constitutes the real method in teaching grammar.

4. Show clearly the difference between a picture lesson in Standard I and a picture lesson in Standard V.

5. Discuss at some length the types of composition work suitable for a class in Standard III.

6. "In all such lessons, Composition text-books are to be avoided. They are not only superfluous, but hurtful."

(a) To what lessons does Laurie refer ?

(b) Discuss the advantages and disadvantages of composition text-books.

7. Write brief notes on (a) the causes of defective spelling, (b) the formation of rules, (c) dictation as a method of teaching spelling.

8. Thirty years ago, Marseilles lay in the burning sun one day.

A blazing sun upon a fierce August day was no greater rarity in Southern France then, than at any other time, before or since. Everything in Marseilles, and about Marseilles, had stared at the fervid sky and been stared at in return, until a staring habit had become universal there. Strangers were stared out of countenance by staring white houses, staring white walls, staring white streets, staring tracks of arid roads, staring hills from which verdure was burned away. The only things to be seen not fixedly staring and glaring were the vines drooping under their load of grapes. These did occasionally wink a little, as the hot air barely moved their faint leaves.

There was no wind to make a ripple on the foul water within the harbour, or on the beautiful sea without. The line of demarcation between the two colours, black and blue, showed the point which the pure sea would not pass; but it lay as quiet as the abominable pool, with which it never mixed. Boats without awnings were too hot to touch; ships blistered at their moorings; the stones of the quays had not cooled night or day, for months. Hindoos, Russians, Chinese, Spaniards, Portuguese, Englishmen, Frenchmen, Genoese, Neopolitans, Venetians, Greeks, Turks, descendants from all the builders of Babel, come to trade at Marseilles, sought the shade alike, taking refuge in any hiding place from a sea too intensely blue to be looked at, and a sky of purple, set with one great flaming jewel of fire.

The universal stare made the eyes ache. Towards the distant blue of Italian coast, indeed, it was a little relieved by light clouds of mist, slowly rising from the evaporation of the sea, but it softened nowhere else. Far away the staring roads, deep in dust, stared from the hollow, stared from the interminable plain. Far away the dusty vines overhanging wayside cottages, and the monotonous wayside avenues of parched trees without shade, drooped beneath the stare of earth and sky. So did the horses with drowsy bells, in long files of carts, creeping slowly towards the interior; so did their recumbent drivers, when they were awake, which rarely happened; so did the exhausted labourers in the fields. Everything that lived or grew was oppressed by this glare; except the lizard passing swiftly over rough stone walls, and cicada, chirping his hot dry chirp, like a rattle. The very dust was scorched brown, and something quivered in the atmosphere as if the air itself were panting.

Blinds, shutters, curtains, awnings, were all closed and drawn to keep out the stare. Grant it but a chink or keyhole and it shot in like a white-hot arrow.

(a) Give a brief criticism of the above paragraphs.

(b) Indicate your method of teaching this lesson to a class in Standard VI.

FIRST CLASS.

HISTORY AND PHILOSOPHY OF EDUCATION.

TIME—THREE HOURS.

1. Contrast Roman and Greek civilization referring to details only in so far as may be necessary to make your statements clear and definite. Use the following headings :

(1) General ideals and views of life—moral, religious, philosophic, political, aesthetic.

(2) Systems of schools : (a) Development, (b) General character, (c) Product.

(3) Special contributions of each to civilization.

2. What were the great additional contributions made by Christianity ? How did these affect education ?

3. Compare the educational situation at the time of the Renaissance with that of the present and indicate to what individuals and influences progress has been due.

(1) Ideals and aims.

(2) Course of study.

(3) Basis of educational work.

(4) Attitude toward child life.

(5) Methods.

(6) Relation of school to society as a whole.

4. "Education comprehends therefore the harmonious action of the opposites; authority and obedience, universality and individuality, work and play, habit and spontaneity." Expand and explain.

5. Discuss somewhat fully the limits of education.

6. What elements are involved in the act of learning? Write a brief note on each of these elements.

7. Criticize the following statements :

(a) "Life as an inner, conscious striving to realize possibilities is impossible without a correlative external process."

(b) "Every individual has its realty in a universal truth."

(c) "Method in definition is the mental process of conceiving in unity the particular and universal nature of a general idea."

FIRST CLASS.

READING AND LITERATURE.

TIME—THREE HOURS.

As ships becalmed at eve that lay
 With canvas drooping, side by side,
 Two towers of sail at dawn of day
 Are scarce long leagues apart descried;

When fell the night, upsprung the breeze,
 And all the darkling hours they plied,
 Nor dreamt but each the self-same seas
 By each was cleaving, side by side:

E'en so—but why the tale reveal
 Of those, whom year by year unchanged
 Brief absence join'd anew to feel,
 Astounded, soul from soul estranged ?

At dead of night their sails were fill'd,
 And onward each rejoicing steer'd—
 Ah, neither blame, for neither will'd,
 Or wist, what first with dawn appear'd!

To veer, how vain! On, onward strain,
 Brave barks! In light, in darkness too,
 Through winds and tides one compass
 guides—
 To that, and your own selves, be true.

But O blithe breeze! and O great seas,
 Though ne'er, that earliest parting past
 On your wide plain they join again.
 Together lead them home at last.

One port, methought, alike they sought,
 One purpose hold where'er they fare,—
 O bounding breeze, O rushing seas!
 At last, at last, unite them there.

Make out a lesson plan for the teaching of the above poem to a class in Standard V.

2. Write such an abstract of this poem as will reveal its inner meaning.

3. Illustrate how you will lead the pupils to see the use and beauty of the figurative language.

4. Give briefly the substance of Laurie's remarks on the teaching of Literature in schools.

5. Discuss briefly the educational value of the following types of seat work in Literature : paraphrasing, comparison of selections, reproduction.

6. Indicate clearly your method of teaching one of Shakespeare's plays to pupils in Standard VII.

7. Outline the method that you would follow in teaching a class of beginners to read. How soon would you have them read in the primer ?

8. (a) Write a number of words that are suitable for a lesson in reading during the first day at school.

(b) Make a lesson plan for teaching these words.

9. Discuss the advisability of asking pupils in the primary grades to memorize nursery rhymes, memory gems, and stories. Name six stories that you consider to be suitable for this purpose.

FIRST CLASS.

MATHEMATICS.

TIME —THREE HOURS.

1. (a) Through what agency did the departure from object teaching take place ? What was the consequence ?

(b) Mention and show the importance of the five distinct improvements in arithmetic since the Renaissance.

(c) Discuss the advisability of the simultaneous teaching of the four fundamental processes.

2. (a) Explain clearly the steps by which the child arrives at a working notion of number.

(b) "Number is a rational process, not a sense fact." What does the statement mean ? Is it true ? If so, how and when should the teaching of number begin ?

(c) What psychological basis is there for the precept, "Simple fractions should be introduced early in number work" ?

3. Teach the first lesson in fractions (Part I).

4. Explain how you would (i) teach "borrowing," (ii) introduce simple interest, (iii) develop the method of finding the area of a sphere.

5. (a) Discuss the tandem order of teaching arithmetic, algebra and geometry.

(b) What is the relative importance of formulæ and of definitions in these branches respectively ?

6. (a) What are the main difficulties that confront the beginner in algebra ?

Show how you would deal with these.

(b) Explain how you would teach the negative number.

(c) Develop the various cases of subtraction from this idea.

7. (a) What general principles would you follow in teaching the processes in algebra ?

(b) Introduce the equation.

(c) Show how you would lead a young class to the solution of the equation, $3\left(\frac{3}{4}x + 8\right) + 2 = 4x - 28$.

8. (a) Would you introduce geometry by the deductive or by the inductive method? Give reasons.

(b) Map out a course of work for the first few months in geometry. Justify the order of the work you propose.

(c) Explain clearly what is meant by the statement that we should allow young students to work with a large body of axioms.

(d) Give the various methods of proof that you would accept from a class of beginners for the proposition that the sum of the exterior angles of a triangle is equal to four right angles.

FIRST CLASS.

HISTORY AND GEOGRAPHY.

TIME—TWO HOURS.

1. Outline a course in geography suitable for Standard II, noting and giving reasons for any departure from the authorized curriculum.

2. (a) Outline the matter you would present in teaching the Mississippi River system.

(b) Distinguish world ridge and world water parting. Why and at what point in the course should these be taught?

3. (a) Enumerate the determining factors of climate, showing the influence of each.

(b) From them deduce the climate of Alberta.

4. (a) Draw a map of Western Canada and represent thereon (i) mountain and plain zones, (ii) drainage, (iii) wooded and prairie areas and park country, (iv) the borders of the steppes.

(b) Account for the differences in the physical features of the southeastern area and the southern-and-western area of Eastern Canada.

5. Discuss (a) the aims, (b) the difficulties in the teaching of History.

6. Make out a lesson plan for the teaching of the Quebec Act to a class in Standard V.

7. Discuss at some length the nature of the subject matter and the method that you will use in presenting historical characters in Standard III.

8. Indicate the importance of teaching Civics in the schools of Alberta. State clearly the aims that you will have before you in this phase of the work. Outline briefly the nature of your work in Civics in Standard IV, in Standard V.

FIRST CLASS.

NATURE STUDY AND AGRICULTURE.

TIME—TWO AND ONE-HALF HOURS.

1. What are the points of agreement among the leaders in the nature study movement?
2. Explain how you would conduct the study of buds.
3. (a) Teach a lesson on the sheep to Standards I and II.
(b) Show how differently you would treat the same topic in Standard IV.
4. Outline your method of teaching the pumpkin, Standard II.
5. Describe and represent by drawings the stages in the germination and development of the bean and the squash.
6. (a) Explain the terms root-hairs, stomata, transpiration, capillarity, available fertility.
(b) Discuss the problem of nitrification and give the various solutions of the problem, with their relative merits.
7. Describe the processes necessary to prepare virgin prairie for wheat in Southern Alberta.
8. (a) Describe the circulation of sap in a tree.
(b) Write a note on tree-planting about a rural school'

FIRST CLASS

SPENCER.

TIME—THREE HOURS.

1. Summarise and criticise Spencer's discussion of a curriculum.
2. Outline and give your estimate of the course laid down by Spencer in (1) history, (2) object study.
3. State and discuss Spencer's principle for moral training.
4. (a) Account for the deficiency of physical education in schools.
(b) What benefits are to be derived from a good course of physical culture?
5. Discuss (1) self-instruction, (2) pleasurable activity as principles in intellectual training.

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